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ABSTRACT

This curriculum guide describes a religiously oriented preschool program for 3- and 4-year-old children. The program reflects a philosophy of Lutheran education and religious ideals. Program objectives focus on the consideration and development of social, emotional, physical, cognitive and religious processes. The role of the church, parents and teachers in the preschool program is described. Characteristics of 3- and 4-year-old children which affect preschool program planning are presented and discussed. Suggestions for the indoor and outdoor learning environments reflect these developmental considerations. Ideas are presented for specific learning centers, scheduling and daily plans, equipment, room arrangement, curricular areas and student observation and evaluation. The guide describes an integrated curriculum in which children are free to choose from a variety of activities and learning situations. The main body of the paper presents numerous ideas, activities, materials and supplementary resources for introducing and integrating religion, language arts, mathematics, social studies, music, art, science and perceptual-motor development into the preschool curriculum. (BD)

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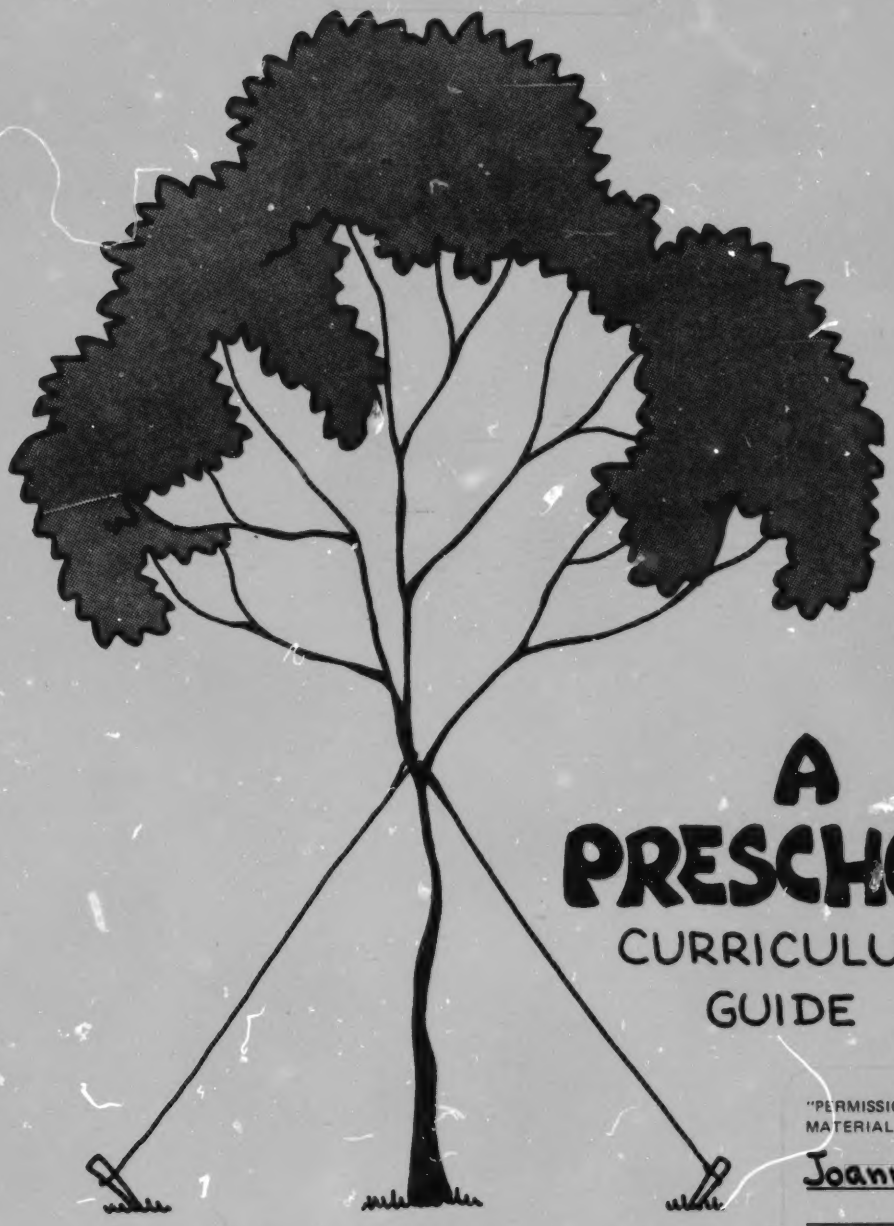

A PRESCHOOL CURRICULUM GUIDE

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CHAPTER 20

A Preschool Curriculum Guide (Ages 3 and 4 Years)

By Joanne Eisenberg, 1977

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CHAPTER 20

A Preschool Curriculum Guide

Philosophy of Lutheran Education

This Preschool Curriculum Guide is intended for the teacher who works with the world of the 3- and 4-year-olds. It is particularly intended for the new preschool teacher who has not yet "put together" a philosophy of Lutheran education.

Even many veteran teachers may never have actually verbalized their philosophy of Lutheran education. However, one's philosophy is an integral part of every classroom teacher, preschool through the college level. The teacher who has wrestled with the question, "What is my philosophy of education?" and firmly knows what he or she believes has an advantage over the teacher who merely teaches day after day.

Definitions and Concerns

Philosophy, in a popular sense, may be thought of as an integrated personal view, one that especially guides a person's conduct and thinking. An educational philosophy is an integrated set of beliefs used to interpret, determine, and evaluate educational objects, practices, outcomes, needs, and study materials.[1]

Lutheran education is unique in that the Gospel of Jesus Christ is part of that integrated set of beliefs used to interpret, determine, and evaluate education.[2] Lutheran education emphasizes the Gospel as a means by which the Christian lives a new life in Christ.

Lutheran education is viewed in the light of man's needs and God's action. By choice man alienated himself from God and fellowmen. In so doing man lost his sense of direction and God's intended purpose for life.

However, through forgiveness and reconciliation in Jesus Christ, man gains life and hope. He is once again able to reach out toward others.

Children, even 3- and 4-year-old children, have physical, mental, emotional, social, and spiritual needs just like adults. The 3- and 4-year-old children experience problems, joys, fears, sorrows, insecurities, and challenges. These are not isolated one from another but are part of the total complex being.

The spiritual or religious aspect of the young child's growth cannot be separated from his total growth process. Young children need answers to religious questions such as: "Who is God?" "How did He make the world?" "Does God love me?" "What happens when I do something bad?"

The young child needs help to grow into a truly human person; help to acquire skills for building relationships with other people in God's world. This is somewhat foreign in the social world of the young child where parallel play and parallel conversation are common. Learning how a child of God acts, forming feelings for a friend, and differentiating between right and wrong are important to the development of proper Christian relationships.

It is significantly important that, as young children become involved in school, church, and world environments, they also become aware of their own personal needs and their responsibility to help with the needs of others.

The mission and ministry of the church is to provide opportunities to worship God, to learn more about God and man, to witness for Christ, to develop communities of fellowship, and to serve one another.

It is, then, the purpose of the school, as an extension of the church, to proclaim God's saving love to all mankind. This is accomplished through its teachings and teachers. "The church must assist the new man in his understanding of what God's love means for his life, and equip him to live out his new freedom under the Gospel."[3]

[1]Carter V. Good, ed., *Dictionary of Education* (New York: MaGraw-Hill Book Co. Inc., 1959), p. 395.

[2]Frederick Meyer and Harold Rast, *Foundations for Christian Education* (St. Louis: Board of Parish Education, The Lutheran Church—Missouri Synod, 1971), p. 3.

[3]Ibid.

Objectives

Once a teacher has formulated a philosophy of education, educational objectives are drawn from this philosophy. These objectives provide a guide for structuring educational experiences and a yardstick for evaluating progress. See *A Curriculum Guide for Lutheran Elementary Schools*, Volume I, Kindergarten to Grade 3, Pages 2.1-2.6 for detailed reading on objectives of the philosophy of Lutheran education. They are briefly summarized in the following paragraphs.

Ultimate Objective

"This people have I formed for Myself; they shall show forth My praise" (Is. 43:21).

For a Christian the ultimate purpose of life is to praise and glorify God, perfectly. This is also the purpose of Lutheran education. Because of sin the child has been alienated from God and is unable to do so. Nor can the school by itself help the child. Therefore, a prior objective must first be attained.[3]

Mediate Objective

"Thou shalt love the Lord thy God with all thy heart, and with all thy soul, and with all thy mind. Thou shalt love thy neighbor as thyself" (Matt. 22:37, 39).

God wants us to respond to His grace and to live in a loving relationship with Him and others. The need for restoration provides us with a mediate purpose in life, that we may gain God's image and an unending fellowship with Him. This, again, can not be obtained by oneself. Therefore, we move on to the intermediate objectives of education.

Intermediate Objectives

"But grow in grace, and in the knowledge of our Lord and Savior Jesus Christ" (2 Peter 3:18).

As previously stated, alone one is unable to regain God's image and a perfect relationship with Him. God has restored this relationship with man in the person of Jesus Christ. He also provides means through the Holy Spirit to open the human heart with a willingness to respond. Foremost among these means are the Scriptures, the Lord's Supper, and Baptism.

The Holy Spirit works through people and situations. He is ultimately the true teacher. But, especially in the case of little children, He uses parents and teachers to awaken and nurture a growing understanding of God and His love. Once a child's relationship with God has been established (hopefully begun through Baptism), it must continually grow. This being so, life and Lutheran education are supplied with two intermediate objectives:

1. That the child knows and trusts in the true God, knows what God requires of him/her, and knows and trusts in what God has done and still does for him/her in Christ.
2. That the regenerated child grows in grace, in a life of good works.

Although the ultimate, mediate, and intermediate goals are considered objectives for Lutheran education, they are also objectives for life. The proximate objectives deal more specifically with objectives for children in Lutheran schools.

Proximate Objectives

Lutheran schools exist in cooperation with the home to nurture the child's God-given objectives of life and education. To this end, Lutheran education seeks the following proximate objectives:

1. That the child grow in relationship toward God.
2. That the child grow in relationship toward the Bible.
3. That the child grow in relationship toward the church.
4. That the child grow in relationship toward others.
5. That the child grow in relationship toward self (self-concept).
6. That the child grow in relationship toward God's world.[4]

The proximate objectives contribute to the intermediate, mediate, and ultimate objectives of life. The spiritual, physical, mental, social, and emotional makeup of the child is in constant interaction with God, nature, and fellowman, yet hassled by sin. Because of sin

[4]Ibid., pp. 35—37

these interactions will always be incomplete in this lifetime.

Lutheran education includes the Christian faith and Christian way of life in the educational process. Lutheran educators believe that, for God to be at the center of one's life, He must also be a vital part of the learning process.

With the help of the Holy Spirit; Christian nurture; dedicated Christian teaching; and an atmosphere of Christian fellowship, service, and witness the child strives for the one great purpose of life: to praise and glorify God.

Rationale for Preschool Education

A baby is born and that's a great day. For the Christian family, an even greater day is that of the baby's baptism. Baptism, according to Luther, is the only thing required to be a full-fledged member of God's family with no maturation or other action necessary. It is the "sacrament through which we become members of the Christian community."[5] Through Baptism the seed of faith is planted and becomes conscious through nurture.

The task of nurturing is the chief responsibility of the child's parents. It is the parents' responsibility to provide a faith community, a home of love through which the Holy Spirit can operate. Their example is best seen through acts of faith, love, and trust. Parents are the child's first teacher, but as children mature they come under the influence of other adults (including teachers), siblings, and peers.

A newborn baby grows, not in parts, but as a "whole human being." The growth is quite visible. These day-to-day changes of the infant-toddler culminate in a rather complex 3- and 4-year-old.

Developmental Processes of the Young Child

It is important to know the developmental processes of the young child. Even though social, emotional, spiritual, cognitive, and physical growth are integrated and overlap in the "whole child's" development, it is helpful to try to separate the specific processes developing in the young child.

Social Processes

1. Beginning sexual awareness roles.
2. Recognizing how one's behavior affects others.
3. Outgrowing dependence, is able to assert self.
4. Avoiding conflicts, accepting compromise solutions.
5. Learning to take turns.
6. Assuming responsibility for care of self and possessions.
7. Respecting other's belongings, space areas.
8. Making overtures to join a group or other person.
9. Sharing individual and group materials cooperatively.
10. Taking turns both talking and listening.
11. Showing respect for another's point of view.

Emotional Processes

1. Beginning conscience development; moralistic judgements.
2. Distinguishing fact from fiction.
3. Assuming pride in self and self-accomplishments.
4. Beginning recognition between right and wrong.
5. Learning appropriate ways to respond to other's feelings.
6. Learning to cope with negative feelings.
7. Learning appropriate ways to express feelings.
8. Recognizing feelings of sadness, anger, fear, etc.

Physical Processes

1. Developing large and small muscle coordination.
2. Caring for own physical needs—eating, dressing, toileting.
3. Identifying and learning through the senses.

[5]J. N. Lenker, translator, *Luther's Large Catechism* (Minneapolis: Augsburg Publishing House, 1967), par. 216.

4. Recognizing and accepting change and growth in self and others.
5. Accepting and recognizing uniqueness of self and others in size, sex, race characteristics, handicaps, gifts.

Cognitive Processes

1. Conceptualizing and generalizing; perceives analogies.
2. Beginning to have sense of time: day, night, getting up, eating lunch, etc.
3. Beginning deductive reasoning or learning.
4. Beginning spacial concepts: in, on, above,
5. Increasing attention span.
6. Beginning organizational skills: classifying, analyzing, synthesizing.
7. Mastering communication skills: following directions, listening, conveying information.
8. Ordering and quantifying.

Religious Processes

1. Using the names God and Jesus interchangeably.
2. Viewing Jesus as a good Boy or Man; attributes magical, miracle-worker qualities to Him.
3. Defining the Bible as a big book that the pastor/teacher reads. It is God's (Jesus') Book.
4. Viewing prayer as "talking with God."
5. Beginning sense of sin, forgiveness, protection, acceptance, love, and trust.
6. Picturing the church as a structure, not a group of people.
7. Expressing a simple, deep faith in Jesus as Savior.
8. Visualizing God the Father in the physical sense as a parent figure; Jesus as brother, friend, teacher.
9. Believing in heaven and expects to go there someday—to see, touch, live with God/Jesus.

A Changing Society, Changing Responsibilities

Today's society and the young child's world is greatly changed from that of a decade ago. Increased mobility, improved communication, ease of travel, changing life-styles, nuclear rather than extended families, and increasing one-parent families and working mothers have all changed the parenting role and left its mark on the young child.[6]

As a result young parents often seek outside help in their role as parents. Frequently they find themselves isolated for long hours each day with young children. Or perhaps the opposite is true; they must try to catch moments for child rearing away from a demanding job. They seem to be isolated, living in a society where no one seems to have the time or interest to sit and talk about young children. Who can they turn to for help? Often they seek help through the church and/or school. Church-sponsored preschool programs offer a superb opportunity to inaugurate this partnership early in a couple's career as parents. It gives the church entree to offer its educational know-how.

The Role and Responsibility of the Church

If the church is to serve young parents, it faces the challenge of helping children become capable, self-confident, sensitive, independent, and inventive persons. Children need a supportive and challenging environment, a feeling of intrinsic worth, and a feeling of self-confidence and esteem that will free them to build positive relationships with others. They need the comfort and security of familiar persons and successful life experiences to function as effective Christians in today's society.

It is the church's responsibility to help meet the needs of the young child through:

1. *People:* Pastors, vicars, deaconesses, teachers, elders, board chairmen, voters' assembly—in fact, all members. Caring people who are aware of the young children in their church and the church's responsibility to be of service to them and their parents.
2. *Programs*: Cradle roll, Sunday school, Va-

[6]Mary B. Lane, *Education for Parenting*, National Association for Education of Young Children (Washington, DC: The Association, 1975), p. 2.

cation Bible School, weekday school, preschool, day care, and kindergarten. Remember also programs for parents: choir, men's and women's groups, parent-teacher league, Parent Effectiveness Training, adult confirmation, and Bible study groups. Programs that will nourish and strengthen their growth in faith.

3. *Resources*: Books, records, puzzles, toys, flannelgraph, filmstrips. Lots and lots of resources. Some to be used by the child only, others by the child with the help of the parent. Some for spiritual growth; others for psychomotor, affective, or cognitive development. Be sure to keep adults abreast of early childhood publications from Lutheran Education Association (Department of Early Childhood Education), church headquarters, and Lutheran publishing houses.
4. *Love*: If a baby is a sign that the world should go on, hopefully that baby will be born into a family, a church, a school, a world of human and spiritual LOVE.

Creating an Environment for Learning

Creating a rich learning environment for preschoolers entails more than an adequate physical plant. Far more important factors are the teacher, the child, and the home/school relationship. This discussion is concerned with the importance of parent education to the learning environment, the qualities of the teacher, and the characteristics of young children. Physical facilities will be discussed later.

Parenting

Enough cannot be said about the importance of developing a trusting relationship between parents and teachers, home and school. The preschool setting is often the parent and child's first introduction to institutionalized schooling. A cooperative relationship will further trust and mutual responsibility as well as concern for the joint venture of educating the young child.

In stressing parent education and development the following points should be kept in mind:[7]

1. Parents generally want to improve their parenting.
2. Our culture is adult oriented. Children, especially little children, are often put down. Teachers can serve as models for parents in relating to children.
3. Parents, schools, teachers, homes, and communities vary. Parenting programs must be tailor-made to meet the expressed needs of parents.
4. Parents and teachers share a mutual concern and responsibility for the child. Therefore, a clear, reliable, honest, ongoing system of communication must be established between the home and school.
5. Both parents and teachers need to be open about biases, attitudes, feelings, and values.
6. Parents have personal expectations of their child. It is helpful for teachers to inform parents of realistic developmental norms and their child's development in relationship to peers.

Parent/School Communication

Parent/school communication begins with the first telephone contact and continues until the time the child leaves the school. Each contact helps the parent better understand the school, the school's philosophy, and you, the teacher. Through constant communication trust is instilled in the parent. This trust is then transmitted to the child.

The following are avenues of parent/school communication:

1. Telephone inquiry. Parent and school share a mutual exchange of information.
2. Letter. Information should convey warmth, personal interest, and enthusiasm. Communications should be neat and attractive. Parents form opinions from these materials.
3. Interview/enrollment. Make a new friend. Treat parents as though they and their child are the most important people to ever come to school.
4. Home visits. Parents and child are apt to

[7]Ibid., p. 5.

be more verbal in a familiar setting. The teacher is able to pick up bits of information about the family—a new baby is expected, a divorce is pending, grandma lives with the family. Teacher visiting the home will make the young child feel very important.

5. School visits. Encourage parent and child to become acquainted with the school facilities and program. A school visit assists the child in becoming oriented to school.
6. Orientation meeting. Helping parents to understand the school's procedures will alleviate anxious and annoyed parents on the first day of school. The agenda might include:
   a. Discussing school policy and handbook.
   b. Discussing additional philosophy of the school.
   c. Introducing parent to staff (especially the child's teacher).
   d. Acquainting parents with the plan for the child's gradual orientation to school.
   e. Refreshments and socialization.
7. School Observation.
   a. One-way-glass mirror. It's good to have another teacher or assistant point out the uniqueness of the child to the observing parent. Discuss strengths, weaknesses, etc., in comparison to normal development and peer development.
   b. Provide simple observation form for parents visiting the classroom.
   c. Encourage parent and teacher record keeping. Parents record on a daily basis at home, the teacher does the same at school. Compare observations. Cooperate by handling incidents and behavior at home and school in a similar fashion.
8. Newsletter.
   a. Remind parents of school policy—arrival time, names on clothing, etc.
   b. Remind parents of events on the school calendar.
   c. Inform parents of changes in procedures.
   d. Mention classroom activities, comments of kids, drawings, etc.
   e. Give parents helpful hints on child rearing.
   f. Inform parents of new books and articles to read.
   g. Allow space for parents to share things that might be of help to other parents.
   h. Print words of songs, finger games, etc., for home reinforcement learning.
   i. Include activities to do at home to help carry out a learning skill.
   j. Inform parents of school needs and how they may contribute to the school.
9. Bulletin Board.
   a. Newspaper clippings about kids, education, family life.
   b. Photographs of kids and class activities.
   c. Cartoons.
   d. School calendar.
   e. Menu.
   f. Curriculum chart and classroom schedule.
   g. Community activities.
   h. Directory of kids, birthdays, addresses, telephone numbers.
   i. List of car pools.
   j. Meeting announcements.

Parent Education and Involvement

1. Parent corner. Design a corner near the drop-off point where parents can spend a few minutes with their child. Have coffee and donuts available every now and then. Put up a sign for parents to try the following:
   a. Stay awhile and help work one of the new puzzles.
   b. Help your child make a funny hat for the parade.
   c. Put up a large piece of paper for a mural—for daddies and children only.
2. Parent/parent contacts. Help parents to get to know one another. This will encourage them to become active members of the school and church community. At the beginning of the year invite parents to make games and teaching devices for the classroom. For a starter you might want to use the book *Workjobs* by Mary Baratta-Lorton (Menlo Park, IL: Addison-Wesley Publishers, 1972).

3. Parent meetings.
   a. Inspired by interests of the parent—child development, sex education, how to deal with death, parent hobbies, Bible classes.
   b. Series of meeting at various times of year.
   c. Meetings to report on education conferences teachers attended.
   d. Meetings to orient parents to new school education practices.
4. Parent/teacher conferences.
   Teachers should:
   a. Be prepared for conferences.
   b. Help parents bring up concerns they have about their child.
   c. Not imply that it is the parent's fault the child has problems.
   d. Help parents to come up with suggestions that may help the child.
   e. Not act as an authority. Give the parents several suggestions for help.
   f. End the conference with a summary statement and set a time for reevaluation.
5. Parent/teacher socials.
   a. Pancake breakfast.
   b. Child-prepared luncheons.
   c. Potluck supper.
6. Parents club/couples club.
   a. Develops friendships.
   b. Develops understanding between home and school.
   c. Provides an opportunity to share common problems and concerns.
   d. Helps raise funds for special projects.
7. Classroom assistants.
   a. Parents enrich classrooms through storytelling, art, music, field trips, parties, picnics, library activities, celebration of special holidays, special talents, and hobbies.
   b. Parents develop greater interest and deeper understanding of the school program.
   c. Parents are better able to carry school learnings over into the home.
   d. Parents and teachers working together opens communication.
   e. Parents are better able to see the child's developmental learning process in relationship to children of the same age.
8. Lending library.
   a. Parents: books, magazines, and articles which can be checked out for parent edification.
   b. Child: toys, games, religious and education materials. These can be used by the child alone or as a parent/child learning experience.
9. Parenting programs: Various programs such as Parent Effectiveness Training and the parent-teacher league should be made available to parents. The following Parenting Kits and resources are also available for rental through the Board of Parish Education, 3558 South Jefferson Avenue, St. Louis, MO 63118:
   a. "Understanding Early Childhood—Ages 1—6"—Parents Magazine
      The Child's Relationship with the Family
      The Child's Point of View
      The Development of Feelings in Children
      Preparing the Child for Learning
   b. "Growth in Love," by Dorothy Dixon, Twenty-Third Publications.
   c. "Christian Living with Young Children," Methodist Publishing House.
   d. "Systematic Training for Effective Parenting," by Dr. Don Dinkmeyer, AGS Publishers.
10. Parent counseling and retreats: Information on counseling services and available church and community resources needs to be passed along to parents of young children.[8]

The Preschool Teacher

The preschool teacher is the key in the success or failure of a preschooler's experience. Therefore, it is very important for teachers to know why, whom, what, and how they are teaching.

Preschool teachers should know what young children are like. They are not little adults or older youngsters "cut down in size." According to Piaget young children live in a world that is completely different from the

[8]Clare Cherry, *Nursery School Management Guide* (Belmont, CA: Fearon Publishers, Inc., 1973), pp. 157—221.

adult world and sometimes that world is quite incomprehensible to adults.[9] Preschool teachers have a keen awareness and sensitivity of the special qualities of the very young. Teacher understanding of child development is a prime factor in making the lives of 3-and 4-year-olds happy and productive.

According to James Hymes, the following traits are important for a successful preschool teacher:

Preschool teachers are society centered. They possess a love of country and an optimism for its future. They have a sense of democratic values and a reverence for society. They know the young children committed to their care are the leaders of the future. And, in a sense, the future is now. The way young children learn and live today will be the way they learn and live tomorrow.

Preschool teachers are aware of subject matter. Math, science, social studies are all part of the young child's general education. Teachers will be skilled at adapting these areas of learning to the world of the young child, to create experiences and environments that make learning seem like play.

Preschool teachers need the right size class and adult-child ratio. They need space, equipment, and professional freedom to verbalize what is good for the young child. The teacher who has this kind of commitment has what it takes, in spirit and materials, to tailor-make their classrooms to fit the children.[10]

Lutheran preschool teachers are teachers who care. The Lutheran preschool teacher is concerned about the little boy who is a loner, the little girl whose dog died, the adjustment of the children in a newly divorced family. They possess love and empathy as they live out Christ's example in the classroom. They have a special commitment, a special calling to serve in a ministry to children and parents. They become Christian models that will be imitated many times in a child's lifetime.

Most important, Lutheran preschool teachers have a special invitation from our Savior, "Suffer the little children to come unto Me" (Mark 10:14). It is an open invitation; its meaning and power is translated by patient, loving teachers through their person as well as the classroom atmosphere they create. Such teachers have first accepted Christ as their own personal Savior.

[9]Mary Ann Pulaski, *Understanding Piaget* (New York: Harper and Row Publishers, 1971), p. 12.

[10]James L. Hymes, Jr., *Teaching the Child Under Six* (Columbus, OH: Charles E. Merrill Publishing Co., 1968), pp. 23—24.

Characteristics of Young Children

The following are ten typical characteristics of young children as identified by James Hymes. They provide a valuable background for establishing a positive learning environment:[11]

1. *Young Children are not good sitters.* Sitting is not a natural comfortable position for them. Hunched on a chair, sprawled on the floor, and moving about are much more natural.

   Three- and four-year-olds are like firecrackers, ready to explode. They need room, lots of room, to move about. They are, to say the least, active. The young child learns best at this age by activity and through action or materials.

   The young child really needs two classrooms, one indoors and one outdoors. The standard minimal indoor space is 35 square feet per child, but 45 to 50 square feet is better. Outdoors the accepted standard is 100 square feet per child. Indoors or out, boys and girls need lots of space to be active. Teachers need to know how to teach significant learnings while constantly on the move.
2. *Young children are noisy.* Rarely are they quiet. Young children enjoy noise. The sounds of friends, working sounds, playing sounds do not bother them. There is almost always a constant hum or noise factor in a preschool classroom due to the high activity level. Loud sounds and chaos become "scarey" for the small child, but a low-key noise factor means security. The preschooler performs quite comfortably in this setting even though the teacher may pray for just one moment of silence.
3. *Young children are shy.* They really do love most people but in small doses. Masses are

[11]Ibid., pp. 27—38.

overwhelming, especially masses of people 5 feet and 6 feet tall.

Socially at the preschool level, the children are talking alongside each other just as they play parallel rather than cooperatively.

Three- and four-year-olds respond best in a class size of 10—15 children. Even in a class that small, the young child still needs time for a one-to-one relationship and communication with the teacher or a friend. The teacher should be mobile and move around the classroom to individual children or clusters, rather than gathering the whole group around the teacher.

Because of the young child's need to be alone or with one or two friends, the classroom should have nooks and private areas for escape.

4. *Young children are egocentric.* Young children are keenly aware of themselves. Their self-centeredness is expressed by their constant use of I, me, mine. Young children are learning to like themselves. In turn the teacher needs to listen to each child, shower the child with sincere praise, and contribute to a sense of personal worth.

5. *Young children want to feel important.* Young children are still very incompetent in many ways. As a result many times a day they are reminded of their smallness, ignorance, and limited capacity. Classroom situations often add to their frustrations because of things they cannot lift, reach, carry, or see. A good classroom offers many ways for the young child to succeed. It should offer a variety of jobs, responsibilities, burdens, and challenges within the young child's range. Best success comes from concrete experiences. The child needs numerous opportunities to manipulate objects and solve problems. In so doing the skills of assimilation and accommodation are also learned.

6. *Young children have their own dream world.* Young children create their own world of play, pretend, and imagination. Make believe serves many developmental purposes including thinking, planning, organizing, and reasoning. Skilled teachers will encourage and stimulate fantasy and spontaneous play.

7. *Young children are tender.* Young children, relative newcomers to this world, are dependent on adults. Young children want to become strong, but they need to do so in the shadow of loving, trusting adults. They need affection from the teacher—a kiss, a squeeze, a nod of approval. They seek sympathy, a friendly pat, a warm hand. They scare easily by a sharp word, rough tone, stern glance. They blossom in a classroom suffused with gentleness and love.

8. *Young children are just beginners.* Young children are amateurs, they make all kinds of mistakes. This happens because the young child's coordination is still uncertain, emotions are strong, lack of knowledge and inexperience prevail.

Remember that the young child is just beginning a long walk. Conceptualization never really becomes an individual's until he or she has met it over and over again through a variety of materials and settings. Learning colors, numbers, and letters of the alphabet will again be a part of the kindergarten, first, second, and third grade programs. Everything does not have to be taught, caught, or experienced in preschool. Resist pressures that overrate the verbal and the measurable, remembering that learning is not the shortest way between two points. The young child has developmental and learning time devices, biological clocks which are not to be set ahead.

9. *Young children are eager for stimulation.* Young children are curious, hungry for stimulation. They believe everything has a reason and a purpose. They want to learn. Their whole bodies are eager to explore— fingers, eyes, ears, nose, tongue. Provide a wealth of materials for children to look at, touch, handle, and move about. Once verbal, the young child rattles off endless rounds of questions. But words are seldom completely satisfying. Their deep-rooted curiosity arouses their senses to explore and discover. Rich variety, with open rooms, open

shelves, open doors, and an open minded teacher, best satisfies a young child's need for learning stimulation.

10. *Young children are acquiescent.* They are literally at the mercy of adults. They aim to please adults, especially teachers. Teachers must constantly evaluate the activities in their room. Is it teacher or child oriented? Whom does it reach?

Skilled classroom teachers offer many choices, the child many options. A child's self-selection is the teacher's best insurance against imposing, intruding, and overcontrolling.

To establish the best possible learning environment, teachers must keep in mind that each child is a distinct individual, a special creation of God. Find out what experiences or lack of experiences, what personality, what constellation of learning the child already has. Visiting homes; observing each child; having access to physical, mental, social, spiritual, and emotional inventories all help a teacher to know each child. A classroom environment can then be established which highlights individual needs, differences, and learning experiences.

The Physical Environment

Classroom climate varies from day to day, activity to activity. However, each classroom has its own special tone, mood, or "feeling." The following items contribute to the "feeling" of a classroom:

1. Color—bulletin boards, walls, furnishings, windows, lighting.
2. Organization—use of space, arrangement of furnishings, availability of equipment and materials.
3. Noise level—kinds of activities, tone and pitch of pupils' and teacher's voices.
4. Interest—enthusiasm, appreciation of bulletin boards and other displays, participation in interest centers and activities.
5. Choices—availability; method used in choice making; are children included in the program planning?
6. Activity level—large or small group centered; teacher movement, children movement, or both.[12]

Indoor Learning Environment

In addition to creating a classroom that has "feeling," certain practical suggestions should be remembered when designing an indoor learning environment. Some of the following ideas are suggested by the National Association for the Education of Young Children:[13]

1. The classroom should be large enough for children to work and play freely. Too many bodies in too close an area leads to discipline problems. If the classroom is small, operate with a minimal amount of furniture.
2. Preschool classrooms should be located on the ground level with easy access to playground and the after school pickup areas.
3. A rectangular rather than L-shaped room is preferable for easy supervision.
4. Be sure to include soft spaces and private spaces in the classroom environment.
5. Adequate acoustics are needed. Draperies, carpets, wall hangings, and proper ceilings help to absorb noise.
6. Walls should be washable and light colored to add to the brightness of the room.
7. Bulletin boards, chalkboards, and wall space should be located at the child's eye level.
8. Floor space should be sanitary and easily cleaned. It is desirable to have a carpeted area for group time and quiet activities and a tiled area for eating, painting, and messy projects.
9. Rooms need proper heat, ventilation, and light. Young children need eye level windows with blinds, shades, draped, or louvers for controlling light.
10. Light weight doors with low door knobs are preferred in preschool classrooms. At least one classroom door, preferably both,

[12] *The Kindergarten Teacher's Guide* (Pierre, SD: Division of Elementary and Secondary Education, 1975), p. 59.

[13] *Ideas for Learning Environments* (Washington, DC: National Association for the Education of Young Children, 1973), pp. 14—16.

should open outward for safety reasons. Check the local building codes.

11. Running water, sinks, and toilets should either be located in the classroom or easily accessible to indoor and outdoor classrooms. At least one toilet is needed for every 10 children, preferably at proper height (10 to 13 inches from floor).
12. Storage space is needed for all classroom equipment, even those items used daily by the children. This should be at the children's level so they can be responsible for putting things away. Teacher storage should be provided for items which need to be kept out of children's reach. Additional storage may be located in another room or closet for toys and materials not in daily use.
13. Make provisions for rest time. Space should also be provided for mats, blankets, rugs, etc., used during this time.
14. An area separated from classroom activities, but within teacher's sight should be designated as an isolation area for sick children. A mat or cot may be provided for ill children until they can be picked up by parents.

Equipment and Furnishings

Flexibility and adaptability are key words in equipping and furnishing the preschool setting.

Besides being portable, equipment and furnishings also need to be durable, comfortable, attractive, child-sized, storable, and easily cleaned.

Basic furnishings include the following:

1. Tables—contour stack tables for easy storage with rubber tips on legs to lessen noise. Proper height is 15—22 inches. Adjustable tables allow for child's growth during the school year. Tables accommodating no more than six children are advisable for preschoolers. Formica-topped tables are durable and easily cleaned. Table shapes vary and must be selected in relation to use and size of room.
2. Chairs—easily stackable, lightweight, movable with undue noise, proper height (approximately 12—20 inches high depending on age and height of children). Other types of seating arrangements add variety to the environment—rocking chairs, benches, stools, bean bag chairs, mats, or pillows. If the classroom is extremely small, tables and chairs are the least needed pieces of furniture.
3. Shelves—low,open shelves are preferable for children's materials. If they need to be closed, sliding doors are best. Movable shelves are prefered since they can also be used as room dividers and for creating interest centers. Bulletin board and peg board backings add a third dimension.
4. Lockers—children need a place for personal belongings. Lockers should be located near the school entrance, low enough for children to reach, and distinctly identified as the child's own. A hook is needed for outer clothing and a bin, basket, or drawer for papers and personal treasures.[14]

Learning Centers

Learning centers divide a classroom to allow children to make activity choices, move about freely and independently, and grow and develop in needed areas. Learning centers also provide opportunity for smaller group and individualized learning experiences. They allow greater movement of both teacher and child and the chance to capture moments of readiness and interest.[15]

Children can choose experiences and settings conducive to their personality or mood for the day—a quiet corner to read a book for the shy child or cooperative play at the block center for the child who needs companionship.

Learning centers extend an invitation to explore a wide variety of activities. The staff offers enough opportunities so no matter which centers children select they will be offered the learning concepts necessary for their particular growth.

Effective learning centers take a lot of

[14]Ibid., pp. 16—18.

[15]Bonnie M. Fleming and Darlene S. Hamilton, *Resources for Creative Teaching in Early Childhood Education* (New York: Harcourt Brace Jovanovich Inc., 1977), p. 11.

teacher time. They must be well planned, changed often enough to offer new materials and added activities. Evaluation is necessary to determine whether basic concepts, discoveries, and learning experiences are being offered through the centers.

Providing a rich learning center environment is not enough. Teachers must be facilitators, participants, and supervisors as they interact with children, adults, and the environment.

Housekeeping Center: An area where children can roleplay familiar and imaginative experiences. It is an important aid in building self esteem.

Hint—locate adjacent to the block center since both are noisy activities. The two should be separated by shelves or room dividers.

Contents—stove, refrigerator, sink, dolls, beds, buggy, dress-up clothing, dishes and utensils, telephone, mirror, iron and board, broom/dust pan, etc.

Science Center: A place to learn about God's creation; manipulative materials encourage the child to explore, question, and discover.

Hint—needs shelves for storage and displays, a table area for experimentation. Materials should be easily accessible to children but adult supervision is needed.

Contents—weather vane; pictures of animals and insects; key and lock; seeds, bulbs, potting soil; caged animals; aquarium; incubator; materials for observation and experimentation (magnets, rocks, shells, magnifying glass, prism); grocery items (sugar, salt, flour); color wheel, color paddle; pulleys, gears; etc.

Music Center: A place to listen to records, sing, dance, and play musical instruments. Fosters auditory perception and acuity.

Hint—locate in corner of room where sound will least interfere with other activities. Be sure there is ample space for dance and expressive movement.

Contents—piano, records, record player, rhythm instruments, auto harp, xylophone, recorder, capes/scarfs, chromatic bells, pictures of musical instruments, etc.

Book Center: A quiet place where one can be alone; a place to hide from the physical world and lose oneself in the world of books.

Hint—locate in quietest area of room set off by shelves and dividers; provide carpet, pillows, relaxed atmosphere.

Contents—books, large pictures, viewer, show and tell machine, magazines, picture books, tapes, cushions and pillows, etc.

Blocks Center: A section of the room where the child can create and build on a large- and small-scale basis. Blocks provide an opportunity to act out real-life roles and foster decision-making through individual and group play.

Hint—try to locate in the most sheltered corner of the room away from doors and windows and out of the main traffic patterns.

Contents—block bin, large hollow blocks, solid unit floor, blocks (straight, circular, arched), accessories (cars, airplanes, toy people, and animals), Lincoln Logs, traffic signs, giant Tinker Toys, etc.

Art Center: A way to express thoughts and ideas through the use of various media.

Hint—good lighting; relative close location to sink or water supply; non-carpeted area.

Contents—brushes, easels, chalk, clay, crayons, glue/paste, felt tip pens, yarn/string, scissors, collage supplies, paper (butcher, construction, finger, manila, tissue, newsprint), etc.

Construction Center: Increases child's visual-motor abilities and overall coordination. Experience success in adult-type projects.

Hint—a closet or smaller room off the classroom works well. Constant adult supervision is needed as a safety precaution.

Contents—workbench, tools, soft wood, dowels, accessories, paints, etc.

Math Center: A place to experience and begin to acquire some math concepts.

Hint—shelves for storing equipment; table or low-traffic floor space for manipulative purposes.

Contents—geometric shapes, cuisenaire rods, clock, calendar, thermometer, pegs and boards, measuring cups (rice), water and pitchers, abacus, objects for counting and matching, number cards and games, balance scale, cylinders, etc.

Language Center: Offers practice in verbal and nonverbal language skills.

Hint—shelving, table or floor space

needed in quieter area of room. Games and material parts should be coded and durably boxed.

Contents—lotto games, alphabet, sequencing pictures, materials for auditory discrimination, charts and pictures, flannelgraph stories, writing materials, etc.

Manipulation Center: Enhances small muscle coordination, hand-eye coordination, and perceptual skills through the use of various materials.

Hint—designate limited area where contents may be used. Devise means to protect against loss, spilling, and damaging of materials.

Contents—picture dominoes, pegs, puzzles, beads, cube blocks, design cards, manipulative materials (Tinker Toys, Lego), matching game, parquetry blocks, templates, sewing cards, water table, sand table, etc.

All of the above centers need not be a part of your learning environment at one time. Centers and materials within the center should be changed periodically.

A Lutheran preschool learning environment will also want to include a worship center. It was not included in the above because a worship center is not necessarily an activity center in the same sense of the term. Religious games, toys, books, records, and visuals can be a part of the other learning centers in your room.

A worship center is a reminder of that element that makes this classroom environment special. It is a focal point for worship, prayer, and praise, a constant reminder of Christ's presence in the classroom. The worship center can be a specially designed part of the architect of the room, or merely a table or box. An altar cloth, candles, cross, religious pictures, Bible, story and prayer books—all add meaning to the religious impact of a worship center for young children.

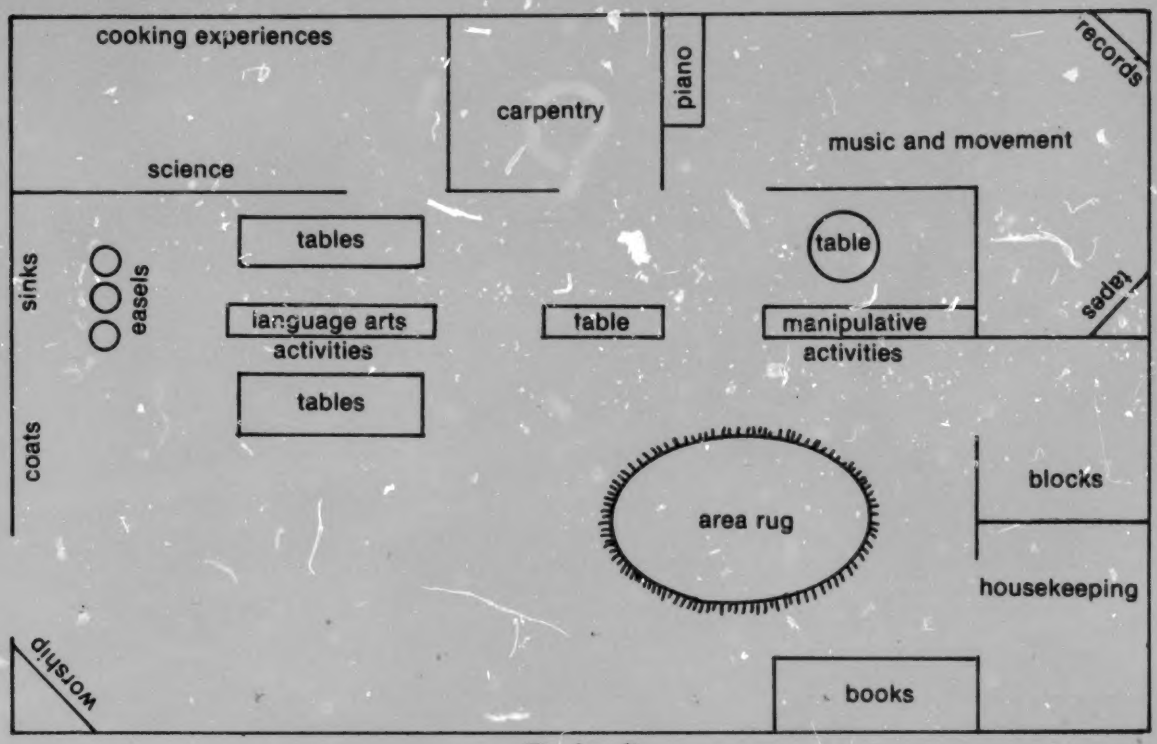
Organization and Arrangement

1. Do not rearrange the room too often, particularly at the beginning of the school year. Preschoolers need the security of knowing where things are and belong.
2. If the classroom must be converted for lunch or nap, do so at approximately the same time and in the same manner each day.
3. Teach the children where things are kept, differentiating between what they are free to use and what is to be used by adults only. Allow sufficient time for the introduction of new materials, toys, etc., and for cleanup at the end of an activity.
4. Refer to interest centers and equipment in the room by name. This will add to the child's understanding, vocabulary, familiarity, and further independence.
5. Room setup often establishes the tone of the classroom—two noisy interest centers next to each other may invite chaos or may counteract each other, leaving other room areas subdued for quiet activities. Do have clearly defined centers. Wide open spaces encourage running and roughhousing, but large areas *are* needed for gross muscle skills. Easels on one end of the room with the sink on the other initiates impressionistic designs on floors and passing children.
6. Remember, children need privacy. Provide "crawl in—look out" areas, away from noisy activities; a place to look at a book, listen to a record, or share a secret with a friend.

The following points can serve as a reminder for the setup and cleanup of learning centers:

Setup

1. Define purpose—what do you want to accomplish?
2. Plan ahead—check for material pieces and parts.
3. Make area inviting to children.
4. Limit number of children according to activity planned and arrange environment to sustain the number of children present.
5. Area should encourage and extend learning and development.
6. Be aware of overabundance—too many materials jumbled together tend to be confusing rather than inviting.
7. Keep any directed activity open-ended enough so that the children may incorporate themselves into the activity.



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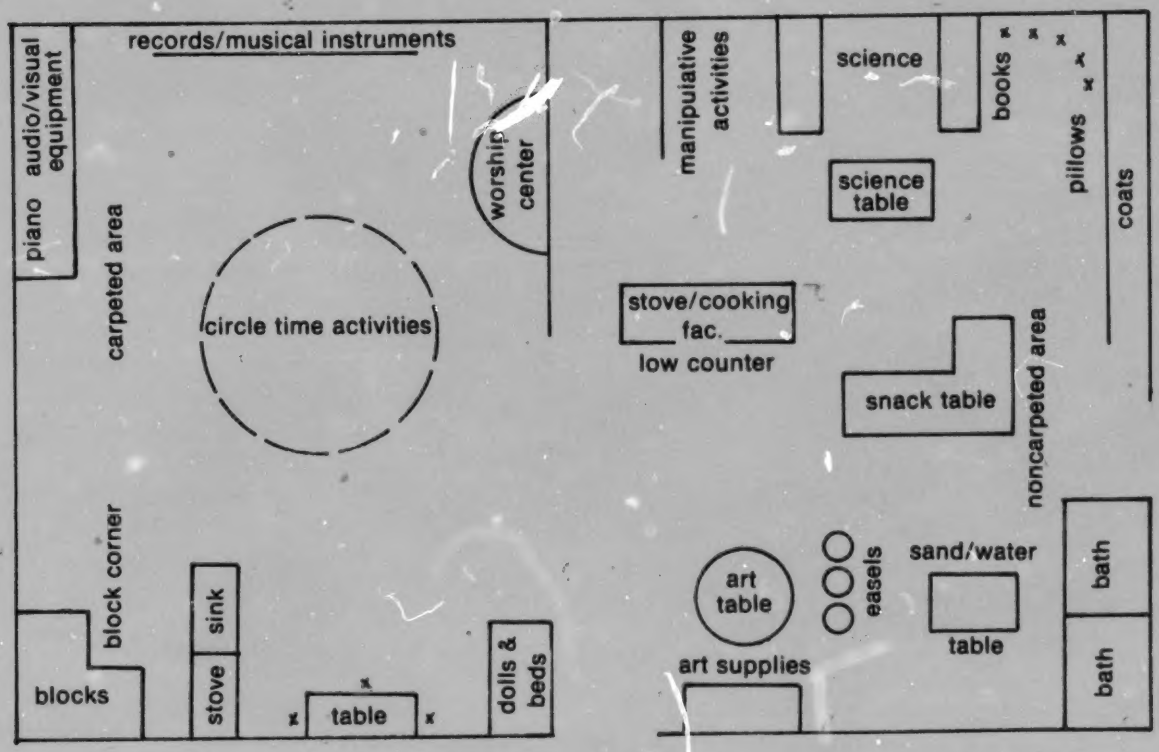

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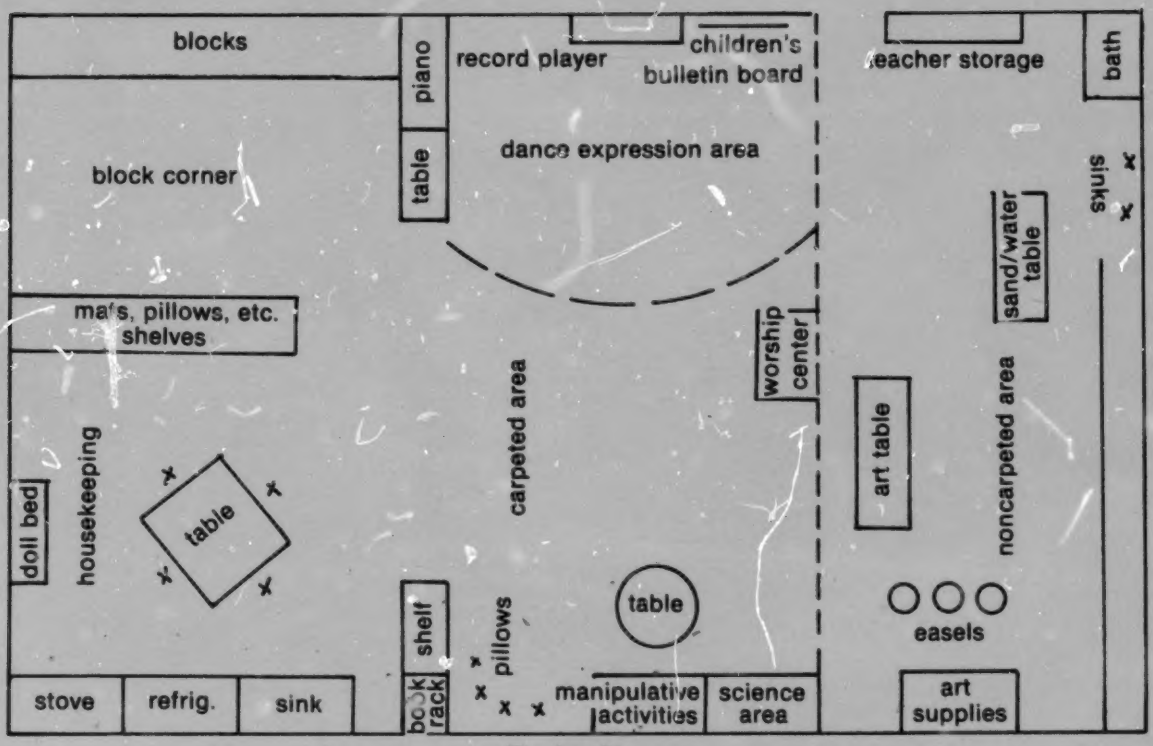

(Design 2)

8. Encourage creativity.
9. Encourage children to use material independently.

Cleanup

1. Encourage children to help as much as possible.
2. Make children aware that there is a definite place for each kind of material or equipment.
3. Clean area so that it will be inviting for the next group.
4. Check equipment and materials for needed repairs.
5. Set and reinforce standards for cleanup.
6. Encourage children to take responsibility for the care and use of materials.
7. Recheck the children to see that they are clean of paint, glue, clay, etc. Also, check shoes and clothing for extra cleaning.[16]

Teachers are not architects, but teachers do need to take a careful look at the classroom to try to discover and design the best possible learning arrangement for the two most important elements in the environment—the teacher and the child.

The preceding three designs may be of help.

The Outdoor Environment

The purpose of the outdoor environment is not merely to attain fresh air and exercise. It's an extension of the indoor environment in that the playground provides opportunity for large-muscle coordination and development. This happens through the use of large playground equipment—jungle gym, slide, swings, etc.—and by jumping, climbing, running, pushing, pulling, and swinging.

Important components of the playground area include[17]

1. Fence: Preferably chain link with gates that latch securely to keep children in and strangers out.
2. Space: A place is needed for freedom of

[16]Janice Gaudioso, *'House on the Hill,' Preschool Laboratory Manual* (Thousand Oaks, CA: Early Childhood Education Department, California Lutheran College, 1977), p. 33.

[17]Joanne Wylie, *A Creative Guide for Preschool Teachers* (New York: Western Publishing Co., Inc., 1971), p. 41.

movement and also quiet activities. Shaded areas (either trees or artificial) are good rest spots and may also be a good place for those interested in less-active play.

3. Surfacing: Should be varied. Grass for sitting, tumbling, rolling; concrete or asphalt for riding toys; gravel or tanbark for games and general play (if a lot of grass area is not available).
4. Equipment:

Permanent, Immobile	*Mobile*
jungle gym	tricycles in varying sizes
covered sandbox	pedal cars, trucks, tractors, fire engines
rubber saddle swings	wagons
low slide	wheelbarrows
playhouse	small cars and trucks
large tires (optional)	buckets / shovels / sand toys
spring-type rocking horse (optional)	balance beam
	balls (varying sizes) sled (optional)
	wading pool (optional)
	punching bag (optional)
	doll carriages (optional)

The following factors are important in selecting the right equipment for a playground:

1. Creativity—properly designed equipment should stimulate children to make up their own imaginative games. With "creative" equipment a minimal amount of adult intervention will be needed.
2. Scale—size of equipment should not be beyond the child's physical capabilities nor be psychologically overwhelming.
3. Challenges—equipment that overchallenges a child can lead to failure, frustration, and possible injury. Young children need success, not failure.
4. Safety—select equipment that is stationary or has parts that move only slightly. Let the children do the moving. Check out handholds, footholds, sharp edges, and wood or fiberglass products that give off dangerous splinters. Maintenance free metals are considered ideal materials for playground equipment. Be sure materials are corrosion resistant.
5. Socialization—limit equipment which necessitates turn-taking. Units which can be used by many children at the same time foster cooperative roleplaying and socialization.
6. Continuity—choose equipment with a variety of play opportunities.[18]

Caution: Books listed in the bibliography section give examples of creative and innovative playscapes. Many of these are constructed by parents, youth groups, and student teachers. Their ingenuity and design is to be commended. But remember, an outdoor learning environment should provide for the children's physical, social, emotional, and intellectual needs as well as their safety. Beware of putting together a haphazard playground. Unless you really know what you're doing, obtain professional help.

Suggestions for Scheduling

The Daily Schedul

A teacher's philosophy of education is basic to a smooth-running program. Long range goals grow out of a clearly articulated philosophy and are explicitly defined in terms of objectives, then reflected in daily lesson plans.

It is important for a teacher to ask:

—What kind of persons do I want these children to be and become?

—How do I want children to learn skills, information, values, and attitudes?

—What do I want children to learn in each area of development?

Daily lesson plans become the teacher's tools in realizing these goals. They also serve as a checklist to review the variety of activities, teaching/learning approaches, and materials used in implementing the program.

Planning and scheduling are essential for an effective early childhood program. Their

[18]Asher B. Etkes, "Bringing the Outdoors Indoors," *Early Years*, (December 1974), pp. 25—28.

main purpose is to meet the objectives of the program and facilitate learning.

Planning and scheduling are important for the following reasons:

1. To provide continuity in learning (learning experiences should build on each other to contribute toward total development).
2. To assist in meeting the special needs of young children.
3. To lay out a balanced day between skill and content areas, strenuous and quiet activities, occasions for self-expression and group conformity.
4. To improve the coordination of staff tasks.
5. To expedite the use of materials and equipment.
6. To aid in preventing frustrations caused by activities which are either too easy or too difficult.[19]

Daily Lesson Plans

When developing daily lesson plans, the following points need to be considered:

1. Developmental levels and needs of individuals and the group.
2. Ages of the children.
3. Existing attitudes, knowledge, and skills.
4. Attention span and degree of perseverance.
5. Special problems, frustrations, and excitement.
6. Quality and experience of staff in preschool.
7. Class size and child/adult ratio.
8. Facility and arrangement of space.
9. Availability of resources.
10. Number of hours and activities to be fit into the schedule.
11. Number of days and length of days in each preschool week.
12. Do the activities reflect desired social-cultural positions?

The teacher and children are the two main environmental elements in scheduling the early childhood program. The teacher is the key person responsible for a Christ-centered living and learning experience which takes into account children, parents, staff, time, space, equipment, materials, activities, skills, developmental levels, and needs.

Juggling of schedules may be necessary until the teacher hits upon one which is workable with a particular class of 3- and 4-year-olds. Keep in mind your philosophy of education and the short and long range goals that fall within this philosophy.

Scheduling

Scheduling involves planning the length of a session and the timing and arrangement of activities during the session. Scheduling greatly influences the children's feelings of security, accomplishment of goals and objectives, and the staff's effectiveness in providing services.

Traditionally, preschool programs have been half-day sessions. Some programs are now expanding to coincide with the hours of the elementary school. Whatever the hours, several characteristics of good schedules for early childhood programs can be identified:

1. Begin each day with a friendly, informal greeting to each child. Have the classroom and daily activities ready before the children arrive. Give undivided attention to the children.
2. Allow for the care of physical needs (i.e., eating) at regular intervals.
3. Execute smooth transitions from one type of activity to another, allowing for overlapping of activities.
4. Offer a broad range of activities to provide children with many choices within their interests.
5. Alternate activity and rest times, quiet and noisy activities.
6. Meet individual and group needs. There should be a balance of (a) indoor/outdoor activities, (b) group/individual time, (c) child-selected and staff-determined activities, and (d) social, aesthetic, and skill activities.
7. Be flexible to allow for feelings of children, unexpected circumstances, interests of children, and emergencies.

[19]Celia Decker and Jean Decker, *Planning and Administering Early Childhood Programs* (Columbus, OH: Charles E. Merrill Publishing Co., 1976), p. 107.

8. Foster a feeling of security and routine.
9. End the day on a positive note with a feeling of accomplishment, a hint of what will happen the following day, and a desire to return.
10. Schedule will need change as children grow and develop.
11. Provide sufficient time for children to explore and experiment with materials and ideas.[20]

Religion, language arts, math, social studies, science, music, art, recess, learning centers, dramatic play, health and safety, rest, snacks, social niceties, values, and attitudes all need to be scheduled into the days and weeks of early childhood programs. However, remember two important points. First these are 3- and 4-year-old children—wee folks. Their timetables are not sacred, but they are! Second, Lutheran schools are special schools. They don't become special in fourth grade when children begin to read the Bible more fluently. Lutheran schools are special because Christ is in our living and learning from the preschools up through church colleges.

Be sure to schedule lots of time for Jesus in your preschool program. Let the Christian life-style permeate the total day in every possible way. Have a set religion time, closing worship time, prayer time at meals. Christ's presence is made known to these little ones through the interaction of adults and the peer group.

Evaluating the Daily Plan

Sitting down to evaluate what happened today, before planning tomorrow, is a wise move. This checklist should help:

—Was Christian living and understanding a dominating theme today?
—Was there a balance of activities?
—Was provision made for each child?
—Was there a balance between individual, large, and small group play?
—Were new materials, activities, and situations provided for learning?
—Was there enough familiarity in the day to provide security?
—Did the children have freedom to create, explore, experiment?
—Were the experiences and activities goal centered?
—Was enough time provided for activities and routine?
—Was today's plan a part of the overall plan for the week, month, year?
—Were children treated with respect and love, as precious gifts of God?
—Are children being and becoming the kind of persons desired?[21]

Samples of Daily Schedules

It is with some hesitation that daily samples are being included for preschool programs. Anyone working with young children will recognize the reason for this hesitation. Programs for young children are not structured in the same way a fourth- or fifth-grade daily schedule might be. No demands are made upon young children to finish workbooks or learn timetables by the end of the year. Instead, the day literallly belongs to the young children and the staff and should become a learning adventure.

Teachers who feel they must follow a schedule closely often pass up precious opportunities for learning experiences, discovery, stimulation, and pupil input into planning and programming.

On the other hand, to have a 9:00—11:30 a.m. schedule with nothing planned might mean chaos, nonmotivated children, sedentary staff, and negative experiential learning.

Therefore, three sample schedules are included below. Note that they are rather full schedules for a young child's day. This does not mean that every scheduled subject has to be kept every day. Perhaps great things are happening in the learning centers at the beginning of the day. The teacher may want to use the centers again for math, language, music, etc., later on in the day. Suppose it is the first warm, dry, day of spring. Math, language arts, music, and science can all be learned on the playground that day. The

[20]Ibid., p. 111.

[21]Sarah Leeper, et al., *Good Schools for Young Children* (New York: Macmillian Publishing Co., Inc., 1974) p. 166.

outdoor play period can last the entire morning.

These samples are merely guides. A far better guide will be your children, how they respond, grow, and prosper in the daily setting.

Sample 1 (Half Day)

8:45— 9:30	Learning center activities
9:30— 9:50	Good morning/Calendar/ Jesus time
9:50—10:10	Washroom break/Outdoor play
10:10—10:30	Prayer/Snack/Quiet time
	Alternate:
10:30—10:50	Math/Language arts MON/WED/FRI
10:50—11:10	Music/Motor perception
11:10—11:30	Social studies/Science TUES/THURS
10:50—11:30	Art
11:30	Dismissal

Sample 2 (Half Day)

8:20— 9:20	Free time/Learning centers
9:20— 9:30	Cleanup time
9:30—10:00	Planning/Routines/Worship time
10:00—10:45	Snack/Outdoor play
10:45—11:25	Group readiness activities
11:25—11:30	Closing/Dismissal

Sample 3 (Full Day)

8:30— 9:00	Class Meeting—Good mornings/calendar/show and tell tell/plan day
9:00— 9:30	Music/Motor perception
9:30—10:00	Math/Language arts
10:00—10:15	Washroom break/Snack
10:15—10:45	Outdoor play
10:45—11:30	Learning centers
11:30—12:00	Jesus time
12:00—12:30	Lunch
12:30— 1:00	Washroom break/Outdoor play
1:00— 2:00	Nap or rest time
2:00— 2:15	Washroom break/Snack
2:15— 2:40	Social studies/Science
2:40— 3:00	Free play—indoor or outdoor

Areas to be Integrated into a Preschool Curriculum

Play Today?

You say you love your children,
And are concerned they learn today?
So am I—that's why I'm providing
A variety of kinds of play.

You're asking me the value
Of blocks and other such play?
Your children are solving problems.
They will use that skill everyday.

You're asking what's the value
Of having your children play?
Your daughter's creating a tower;
She may be a builder someday.

You're saying you don't want your son
To play in that "sissy" way?
He's learning to cuddle a doll;
He may be a father someday.

You're questioning the interest centers;
They just look like useless play?
Your children are making choices;
They'll be on their own someday.

You're worried your children aren't learning;
And later they'll have to pay?
They're learning a pattern for learning;
For they'll be learners always.

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"Curriculum is what happens in an educational environment."[22] Often curriculum is subject centered, child centered, or society centered. It can be based on the theories of Piaget, Montessori, Bloom, Skinner, Hunt, or numerous others. It can be based on a combination of or none of the above.

A good preschool curriculum adopts self-directed learning as its objective. This method assumes that the most effective learning is that which grows out of the child's own motivation. With this type of curriculum the effective

[22] *Curriculum Is What Happens* (Washington, DC: National Association for the Education of Young Children, 1970), p. 4.

teacher (1) provides the child with choices, (2) offers the child opportunities for experiencing and understanding through manipulation, through play, through exploration or materials and ideas at the child's own rate, and (3) interacts with the child to reinforce and extend his/her choices and discoveries.[23]

With this type of curriculum, the teacher does not take a laissez-faire role, providing neither direction nor help. Rather, the teacher is constantly promoting self-direction in learning, working toward self-confidence and competence in making choices. With this type of curriculum, the teacher is exhibiting a personalized approach, stressing what is best for each child and what will do most to further the child's development.

Play lies at the heart of the preschool curriculum.[24] It makes a major contribution to the physical, social, emotional, and intellectual development of children. Play promotes the development of skills and competencies. The creative achievements of scientific thought in play involves sustained attention, imagination, and innovation in perceiving and dealing with reality.

Children play for pleasure, but not in the same recreational sense as adults play. Play is necessary for a child's healthy development. It prepares a child for adult life. Play is the business of childhood. Play is a young child's work.

Children play to learn. They learn to use their bodies and cope with the physical world as they play. They practice and develop many types of skills. They learn about other people and how to build relations with them. In playing together children share ideas and extend each other's experiences. Playing with other children is essential to healthy growth.

Dramatic play has great value. As children assume different roles, they are trying to discover more about what these roles are really like. Through such activities children are striving to clarify for themselves what the grown-up world is all about.

This is why learning centers, particularly the housekeeping center and block center, are so important in a classroom. These centers offer children a chance to escape, to take on the role of policeperson, doctor, mother. To help broaden the young child's experiences and roleplaying, the progressive teacher will frequently want to change the classroom centers and provide various props for dramatic play. In this way the teacher can set the scene for the child to be a mailcarrier, engineer, firefighter, service station attendant, grocery clerk, pilot, nurse, doctor, ranchhand, painter, police officer, baker, beautician, circus performer, teacher, pastor, etc.

Children also use play as a way of reducing their fears and anxieties and gaining mastery over them. By playing out a frightening experience, children are often able to heal the psychological wounds of the experience. They are then able to master other problems with more confidence.

Young children have strong feelings. Through certain forms of play they are able to express strong feelings within manageable proportions.

It takes independence, imagination, initiative, adjustment, accommodation, and wholehearted interest to learn to develop one's capacities. The young child uses these qualities in an environment with rich possibilities for play with materials and other children. Play brings the inner world of feelings in touch with the outer world of reality. Children's personalities develop through play as it offers an effective avenue for social and emotional growth.

Curricular Areas

Building a sense of trust, a sense of autonomy, and a sense of initiative are critical personality tasks for the 3- and 4-year-old. Successful development in these tasks is a goal of the preschool curriculum.

The young child as a learner is constantly absorbing and storing sensorimotor impressions that form the basis for learning. The child organizes and sorts these perceptions, begins to use symbols, and develops concepts of relationship. Stimuli from personal relationships as well as stimuli that provide in-

[23]Ibid., pp. 4—5.

[24]Katherine Read, *The Nursery School: A Human Relationships Laboratory* (Philadelphia: W. B. Saunders Co., 1971), p. 169.

formation about the world itself are essential for intellectual and personality development. Most of this learning comes through play.

With this information in mind, let's take a look at the various areas of the curriculum that provide experiential learning for the young child. The following areas are covered in greater depth in the appendix:

Motor Perception. Children build self-confidence from control of their muscles. Therefore the importance of developing good body management needs to be stressed in early childhood programs. This is the time in a child's life to begin working on coordination, strength, and speed. A healthy child enjoys practicing such skills until they are mastered.

Activities for developing fine and gross motor coordination, sensorimotor coordination, directionality and laterality, and tactile discrimination are essential components of the motor-perception curriculum.

Math. Teachers need to gain and pass on to their children a mathematical awareness, experiencing mathematical concepts and relations, relating symbols to abstractions, and mathematizing the classroom environment.

The teacher can plan for learning by understanding how children develop abstract thinking through the stages of abstraction, the role of manipulation in conceptual development, and the relationship of symbolism to concrete operations. Teachers who plan effective mathematical learning experiences will help transfer the interrelationship of models, terminology, and symbolism to real world problems.

Science. Children are naturally curious. Science provides an excellent opportunity to answer some of the children's "whys" and provide proper stimuli for the unfamiliar and unknown of the 3- and 4-year-old's world.

The development of a scientific attitude is best initiated by encouraging children to experience and experiment by using their senses.

Spontaneous science experiences can be found in everyday things—rain, air, plants, animals, and food. These need to be capitalized on.

Music. Music surrounds a 3- or 4-year-old. Musical activities range from listening to the harmonious sounds of an orchestra to the rhythmic sounds of crisp leaves rustling under foot to the everyday sound of the clock ticking.

Children need to be made aware and sensitive to surrounding sounds. This acuteness is further enhanced through songs, rhythmic activities, singing games, playing instruments, listening activities, and creative movement.

Religion. The value of Christian education in the early childhood setting is immeasurable. However, the young child's religious conceptualization is limited. It is important that the young child not only experiences a daily "Jesus time," but that Christianity be implemented in the everyday happenings in the classroom.

Social Studies. The social studies are concerned with people and their relationships—to God, to fellowman, and to the world. They are also related to science, health and safety, and social behavior.

A preschool setting is a young child's first attempt to reach out beyond the nuclear family. The young child's attention is focused first on his/her immediate environment—the home, church, school, and community. Through positive experiences, social relationships, maturation, and growth the young child is able to expand his/her horizons to an acquaintance with and appreciation of differences in people of the world.

Language Arts. The language arts curriculum for preschool includes preparing the young child for reading, writing, speaking, and listening. Although the young child is not ready for formal study in any of these areas, there are many foundation skills that can be presented as the child is ready.

The development of language as a tool of communication is a major task of the young child. This early language development is the foundation on which the child's thought and concept development is based. A basic overview of early language development is, therefore, an important source of information for the teacher.

Oral language, both speaking and listening, is an especially important component of the preschool curriculum. Creative dramatics

and puppets, fingerplays, and story time are all means of encouraging oral language and should be included in the language arts curriculum.

Art. Art for the young child should be a natural process that allows for self-expression, discovery, appreciation, enjoyment, and a feeling of accomplishment. Art experiences offer many and varied learning opportunities through exploration, experimentation, and manipulation of various materials.

As children experience success and mastery of media, two or more media can be combined in the same piece.

Various art supplies and sufficient time to complete projects are important for this creative process. In many cases the process is more important than the product.

Additional Curricular Areas

Field Trips

Field trips bring to life what words, pictures, and movies merely tell about. Many teachers are hesitant about taking young children on field trips. However, this is the time when children learn best through their senses, through exploring, discovering, experiencing. Several planned trips a month are not too many. Additional walks and short excursions around the school area can be taken weekly.

Points to remember when planning a field trip:

1. Make contact and reservations ahead of time.
2. Set time and date.
3. Secure written parental permission. Inform parents about the trip. Include information about cost, lunch, or special attire.
4. Be sure the excursion is appropriate for young children.
5. Provide suggestions to the person conducting the tour about the interest, understanding, and attention span of 3- and 4-year-olds.
6. If possible make a trial run of the field trip site.
7. Enlist extra parental help.
8. Define staff and parent responsibilities.
9. Outline what the children can learn, see, and do on the excursions.
10. Take a first aid kit, snack, and drinks.
11. Provide for the children's needs—rest, eating, toileting.
12. Have an alternative plan in case of cancellation.[25]

The end is not the end. Your field trip should linger on in the classroom for weeks and months. Pictures and recordings of the days events can be shared. Have appropriate dramatic play props, books, games, and songs available. Plan art activities having to do with the excursion. Allow time for the children to talk about their experiences and share treasures and souvenirs they may have collected from the days outing.

Classroom Visitors

1. Choose people who like, understand, and can communicate with young children.
2. Select visitors of both sexes and all ages.
3. Interview the actual person who will make the visit.
4. Set background for the visit and suggest questions the children might ask.
5. Describe school setting and time limitations.
6. Offer insight into the behavior of 3- and 4-year-olds.
7. Prepare the children for the visitor.
8. Allow for follow-through experiences.
9. Encourage individual or group thank-you notes.

Routine Times

Routine times such as toileting, resting, eating, and cleaning up are every day experiences. They serve as a framework around which the child's day is organized. They add to the children's familiarity and enable them to sense a passage of time.

Snack. Some preschools serve a snack at a set time each day. This encourages socialization and proper group table manners.

Other schools have what is known as "loose juice." The drink and snack are placed on a table and children may help themselves when they are hungry. Limits are set as to the amount to be consumed. "Loose juice" allows the children to decide when they want to eat and encourages independence by making

[25]Fleming and Hamilton, p. 72.

them responsible for getting their own snack and cleaning up afterwards.

Whatever method works best, do provide nutritional snacks. Children get enough sweets in their daily diets without the preschool contributing to the cause. A classroom setting is a good place for young children to try zucchini, dates, vegetable soup, etc. Children who say no to these foods at home, may be willing to try them at school if friends gobble them up.

Bathroom. Young children have frequent need for toileting. Facilities should be provided to make this an easy process for young folks who are just learning to take care of themselves.

Many schools have individual classroom bathrooms. In this case individual children are allowed to use the bathroom, wash hands, and return to the group with minimum distraction.

If the children must use the bathroom as a group, teacher supervision is essential and often ground rules are set. Toileting can become a social time—a chance to chatter. It can become a play time—washing hands, splashing water, and making soap bubbles are always fun. It can become a discovery time—the first opportunity for some children to see peers of the same or opposite sex. The positive manner in which the classroom teacher handles these situations, plus the occasional accident or illness, will contribute to the security of the children in the daily classroom routine.

Pickup Time (Toys). It is helpful to establish a motto at the beginning of the year that says: "When you are finished with something, put it back where you found it." Constant supervision is needed at first to help children follow through on clean-up procedures. Sometimes an entire block or doll center may be in scrambles when it is time to stop free play and move on to something else. In that case a teacher may give a musical signal on the piano, or use a record, to indicate that it is clean-up time. Brisk, happy music and a challenge to have the room spic and span before the record ends encourages everyone to help clean up, even those who didn't play in the block or doll center.

Pickup Time (Children). The routine for dropping off and picking up children is determined by the physical setting, means of getting children to and from school, and daily time schedules.

It is important that the utmost safety precautions be exercised. Many schools have a teacher greet the children at the car/bus, administer a quick health inspection, and personally escort the children to the door of the classroom. Others have sign-in/sign-out sheets for parents to assure that the child is not taken from the premises by an unauthorized person. It is a teacher's responsibility to make the children aware of their own safety going to, from, and during the school day.

Group Time

In some classroom situations, group time is the only time during the day when all of the children are together. This time may be used as a time for children to share experiences or show and tell items. It may be a time to discuss the calendar and new centers and activities in the classroom. It may be a time for music, fingerplays, games, stories, or Jesus time. Having the entire group together in one setting will change the dynamics of the group compared to three or four children together at a learning center. Group time becomes an extension for socialization and good preparation for a kindergarten or primary classroom setting.

Observation and Evaluation

To know the young child as an individual, a teacher must be a skilled observer. A teacher needs to see and objectively record what is happening with a child in a given situation. Not only will this process help increase the teacher's understanding of a child's behavior, but it will also enable the teacher to accurately relate the child's school behavior to the parents.

Because preschool children are very active, it may be necessary for a teacher to carry around a pencil and paper to jot down notes and keep accurate records. These can be expanded on at a later time. Anecdotal notes are one of the best forms of recording observations of young children.

Another easy means of record keeping is room charts. Copies of the room arrangement are run off, and the teacher notes the names of children in various areas at a given time of the day. Using this method the teacher can tell what activities hold the highest interest for the child and with whom he/she interacts.

Clip boards at the various centers gather the same type of information. Teachers passing by merely write down the names of the children in the center at the time. Later this information can be compiled for an evaluation or parent-teacher conference.

Although observation takes time away from an active program, observation is a valid and important task. Day-to-day recorded observations are imperative in helping both child and parents to grow and gain the most from the preschool experience (see Example Observation Chart).

Report cards are not really necessary for the preschool years. Continuing contact with parents and set parent-teacher conferences during the school year provide means of following the rapid growth and development of the child.

Although time consuming, completing a document such as the following will enable the teacher to intimately know the child and have a supporting reference for areas that parents might question.

Evaluation Form

I. Spiritual Development
   A. Self-awareness (who am I?)
   B. Response to others (who are you?)
      1. Concern for family
      2. Concern for friends
         a. Growth in trust

Example Observation Chart[26]

AREA	DESCRIPTION	PARTICIPANTS	ROLE OF TEACHER
Science Center			
Construction Center			
Blocks			
Housekeeping Center			
Manipulative Center			
Music/ Movement			
Language Arts			
Math			
Outdoor Activities			

[26]Gaudioso, p. 28.

b. Willingness to share
c. Willingness to accept other children
d. Overtures to socialize

C. Response to God's world
D. Worship life
1. Expressed feelings about worship
2. Use of prayer
E. Ideas expressed about God, Jesus, church, Bible, and prayer
F. Outward signs of love and spiritual growth

II. Physical Development
A. Care of self
1. Dress
2. Possessions
B. Large muscle
1. Most developed
2. Least developed
3. Extent of control
C. Small muscle
1. Ability to use
1. Ability to control
D. Coordination
1. Total body
2. Large/small
3. Eye/Hand
E. General body movement
1. Quick
2. Slow
3. Active
4. Noisy
5. Quiet
6. Passive

III. Social Development
A. Attitude toward adults
1. Dependent
2. Independent
3. Hostile
4. Indifferent
5. Timid
6. Needs assurance
B. Attitude toward peers
1. Ways of initiating relationships
2. Degree of interacting
3. Depth of feelings
4. Gives and takes
5. Shares possessions
6. Respects rights of others

IV. Emotional Development
A. Emotional expression
1. Reaction to adults/peers
2. Shows evidence of self-control
3. Pleased with personal accomplishments
B. Recognition of self
1. Handles separation easily
2. Accepts failure, criticism
3. Deals with new situations

V. Intellectual Development
A. Language development
1. Speech—expression, enunciation, articulation
2. Precise vocabulary
3. Quality of voice
B. Stories
1. Listens intently
2. Reproduces story
3. Understands concept and application
C. Art
1. Uses varied media
2. Expresses imagination and creativity
D. Music
1. Enjoys singing and songs
2. Participates in rhythmic activities
3. Enjoys listening to records
4. Uses rhythm instruments
E. Others
1. Eagerness to discover, explore, curiosity evident
2. Follows simple instructions
3. Length of attention span
4. Exhibits evidence of classifying, associating ideas, generalizing, reaching logical conclusions
5. Exercise health and rules
6. Relates relevent data

Explanation of Integrated Curriculum

Children are individuals. A teacher who is interested in teaching children as individuals will want to explore the possibility of an integrated curriculum. Individualization is important to such a program.

"Groupness" is a developmental process. Children of two and three years usually respond with parallel play. In parallel play children may be playing side by side but have

no interaction with each other. Three-year-olds turning four become involved in associative play. They become a part of the group, but their play is independent of the rest of the group. Finally, by four and five years cooperative play takes place. Children are ready for "groupness" only after they have initiated several contacts of interaction with others. "Groupness" is okay for the majority of children who want to participate, but it should not be mandatory for the entire group.

With the increase in preschool programs, former elementary level teachers are now directing and teaching in programs for 3- and 4-year-olds. Many of these teachers have had a tendency to continue with a more structured curriculum. Thus, the early childhood day has been broken up into a series of separate subjects.

In an integrated curriculum, there is an integration of subjects into activities, with the activity becoming the vehicle for teaching the subject matter rather than imposing subjects on children.

The advantage of the integrated curriculum is the encouragement of initiative, independence, individual interests, and collaboration with others. It nurtures the individual child to become capable of directing his/her own future education. It encourages children to make choices about the things they want and need to learn. It helps the child move naturally into accepting what is important in life.

This in no way suggests that the children do whatever they please. Safety alone would necessitate setting limits. Nor does it mean a chaotic classroom with no teacher direction.

The basic idea of the integrated curriculum is that children are capable, responsible people. When provided with a rich environment, they will make good choices that respond to their own developmental needs.

If, for instance, a child choose a puzzle and finds that puzzle too difficult, the child will either seek help or leave the puzzle undone.

The young child who comes to school each morning brings along his/her feelings. Maybe this child has been spanked for spilling the milk, teased by siblings, or ignored in the shuffle of getting everyone off to school. If this child wants to be left alone on a particular morning, the child will probably choose an activity appropriate for one person. A child having social needs will join a group of three or more. Children do sense their own needs. It is wise for a teacher to be sensitive to these needs and feelings also. A teacher may suggest, guide, and react to a child's decisions. In the end children should be allowed, within reason, to meet their own needs, unless doing so is harmful or detrimental to the rest of the group.

The Role of the Teacher

Time, thought, cooperation, effort, and creativity must be spent in planning the integrated curriculum. Planning necessitates answers to such questions as: Where are my children now in skills and abilities? What do I want them to learn? In what direction do I want them to go? How are we going to achieve what we have planned?

Besides planning, a teacher in an integrated program needs an extra measure of patience, persistence, adaptability, and a super record keeping system.

Because of the individualized approach, it is harder to keep track of each child. However if teachers are to plan effective programs, they must assess their previous accomplishments. A simple and efficient system of record keeping has to be developed. If, for example, Jill is "playing" with practical mathematical apparatus from which she is learning her number values, only the fact needs to be recorded; this can be done simply and quickly with a check or symbol next to this activity on Jill's record. In essence it means that Jill really knows her number values and a new range of activities is open to her.

The important function of a teacher's record keeping is that it shows highlights and draws attention to gaps in the child's learning.

Total integration doesn't take place over night. And some teachers may not desire a totally integrated day. For them an integrated program may mean using learning centers for an hour each day. Teachers who really want to provide integrated curriculum experience can do so little by little.

If you decide to make a change, do so gradually. Begin with 10 minutes devoted to doing something different. During that 10 minutes, give the class a number of options to choose from. Provide options that will interest and excite them. Even allow children the option of sitting and doing nothing if they so choose. The 10 minutes is to be their time. Try to make it possible for the 10 minutes to grow to 15 minutes, then 20 minutes, then an hour. This 10 minutes may become the most important part of the day. After a while it may even become the school day.

The extent to which it is advisable to integrate the program and the length of time which the transition should take depend on prevailing circumstances. For this reason a step-by-step process is often best. Children are then able to accept and feel comfortable before advancing to the next step.

Step One—Grouping. The introduction of an integrated day is easier if children are organized into identifiable groups. Later, learning and teaching will become more individualized. However, at the beginning, grouping of some kind is helpful to the establishment and movement of the integrated program.

Step Two--Training in use of materials. The success of an integrated day will stand or fall by the children's ability to act independently, to make decisions, and to be responsible for materials. Time must be spent introducing children to new materials, instructing them in proper use of these materials, and encouraging them in selecting and putting away materials.

Step Three—Establishing discipline and control. Controlled freedom, in which children satisfy their own needs without infringing on their neighbors, is essential to the integrated day. The teacher must allow freedom without license and a variety of purpose without confusion.[27] A curriculum that includes many activities and choices and allows pupils to enter into the planning offers great appeal with less discipline problems.

Allowing children to make choices and work with an area that seems important to them is often difficult for a teacher to accept. For instance, a teacher may be concerned about the child who never plays in any area except the block corner. It *is* possible, however, that this child needs to work through these materials and find out *all* the things that can be done with blocks.

There are exceptions. Some children just cannot make choices. These are usually immature or insecure children. In that case the teacher may need to plan with the child at the beginning of each day by asking the child to choose one of three experiences. Hopefully, over a period of time, this child will be able to fit into an expanded, free-choice setting.

Integrating the curriculum is aided by changing and enriching the classroom environment. The environment should be arranged to meet the demands of the learning activities of young children. Rows of desks and stiff tables and chairs are not appropriate in this setting. Cushions, pillows, and rugs are suitable. Bookshelves, bulletin boards, furniture, and movable storage areas can be used as dividers. Utilize every available space. Part of the feeling of openness is being impressed with the freedom that space encourages.

Scheduling

Very few things have to be scheduled in an integrated day. Even snacks can be placed on a table in a "help yourself when hungry" fashion. The beautiful part about an integrated approach is that it gives the children the freedom to move, uninterrupted, from one activity to another at their own time schedule. To ask a child to stop for snack or respond to a teacher-change-in-activity is unfair unless for a sound, logical reason.

Experience and exposure are prime teaching elements in the integrated curriculum. If the child is exposed to wonder at the glory of creation, this child is going to be a worshiper. It is a natural outgrowth of such exposure.

The integrated curriculum is the central core around which every experience in school is organized. In Lutheran schools faith and

[27]Joy Taylor, *Organizing the Open Classroom* (New York: Schocken Press, 1973), p. 62.

religious beliefs provide a natural central core around which the integrated curriculum can be developed.

The integrated curriculum grows out of everyday experiences. The whole day can revolve around such an experience. For example, a group of preschoolers may have the thrill of witnessing a new building going up next door. The noise, dust, and inconvenience can be made bearable because of the excitement and stimulus it affords the teachers for their integrated curriculum.

Capitalizing on such a project, here are some of the activities that could be integrated into the curricular areas:

Science

1. Discuss different levels of earth.
2. Discuss how a power shovel works.
3. Discuss how a power shovel is different from a steam shovel.
4. Discuss materials used in construction.

Math

1. Count the number of men at work (recount later in the day).
2. Compare the number of workers wearing and not wearing hard hats.
3. How many windows does the power shovel have?
4. How many windows (doors) will the new building have?

Music and rhythm

1. Play rhythm instrument to the rhythm of the power shovel.
2. Make up a song about a power shovel.
3. Sing: "The Steam Shovel," *Sing a Song of Holidays and Seasons, Home Neighborhood and Community*, Englewood Cliffs, NJ: Prentice-Hall, Inc., 1960, p. 22.

Dramatic play

1. Children use cardboard cartons to pretend they are power shovels.
2. Build a power shovel out of giant Tinker Toys.
3. Have hard hats, bib overalls, shovels, etc. and a place to dig available outside.

Language arts

1. Read *Mike Mulligan and His Steam Shovel* by Virginia Burton, New York: Houghton Mifflin Co., n.d.
2. Read the letters on the power shovel.
3. Make up a finger play about the shovel.
4. Have the class make a progressive book about the construction scene.

Art

1. Have the children paint a picture of what kind of building they think is being built.
2. Make steam shovels out of school milk cartons.
3. If a fence surrounds the construction site, ask permission to paint a mural on the fence.
4. Mix cement and make footprints or fingerprints in it.

Religion

1. Discuss the builders as God's helpers.
2. Compare the first home (in the Garden of Eden) with this home.
3. Compare homes in different parts of the world. What are they made of and why?
4. Use the activities in Mission:Life.
   Me and All Creatures, "A World of Good Things," p. 70.
   That I May Be His, "A World of Helpers," p. 57
5. Thank God for ears, eyes, hands—the whole body working together.

Extended activities

1. Make lemonade and cookies for the construction workers.
2. Visit the site to see and discuss each new phase.
3. With permission gather wood and material for the carpentry corner.

A power shovel is not in the neighborhood everyday. By using this experience, the children are able to move out of the classroom into the world. The whole world *is* the classroom. And schooling is viewed as life. With experiences like this, one does not need to motivate the child. The child is self motivated.

The seasons of the year and the holidays in each month are filled with everyday experiences. A new baby in a family, children's senses, the young child's self-concept are also naturals. Encourage parents to help with your curriculum. Vacations, hobbies, and items sent to school can stimulate the integrated curriculum program.

Parents really do need to be a part of integrated curriculum planning. Participation makes them aware that an integrated setting helps children develop and refine skills of data

gathering such as reading, interviewing, observing, and researching.[28] They in turn will answer critics who say, "The kids aren't learning anything." They, more so than teacher and administrators, can pass along the message that much of the school curriculum as practiced in the past is meaningless. Parents who are part of the integrated curriculum planning can become the teacher's biggest boosters and program promoters.

Above all, make the curriculum respond to the children's interest. Piaget stresses assimilation and accommodation in the development of cognitive skills. Assimilation means that the child is able to take a new experience and fit it into the mental framework that already has been constructed. If the experience doesn't fit into the existing framework, then the child must accommodate by changing the framework. When the curriculum meets the children's interest and needs, they will be able to assimilate and accommodate the information to derive individualized learnings.[29]

[28]George S. Morrison, *Early Childhood Education Today* (Columbus, OH: Charles E. Merrill Publishing Co., 1976), p. 112.

[29]Pulaski, p. 97.

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Religion

By Beverly Beckmann

Teachers' notebooks are padded with stories that attest to the beautiful faith of a young child and the impact that a child can make on an adult's commitment to Christ. Because of this Lutheran preschools need never apologize for having a Christ-centered curriculum. The church has a long history of teaching Christ crucified in its schools and of preparing others to spread His Word. That purpose of Christian education shall never be changed.

But where do we go from there? What do we do with little children in a Christ-centered setting? In Mark 10:13-16 Jesus was annoyed with the disciples who prohibited parents from bringing children to Him; He encouraged the children to come. The kingdom of God belongs to such as these. This incident is one of the inspirations for introducing young children to Christian teaching. But in the lesson Christ serves as a further example to all teachers. He loved the children and emphasized their importance and worth. He obviously knew young children and their developmental levels. Lutheran teachers, too, must be cognizant of the learning capabilities and in the child's life and activities.

Children easily repeat what they learn. Pointing out a child's kindness and relating it to Gal. 6:10 ("Let us do good to all men") can attention spans of young children so religious instruction will be effective.

A second lesson can be learned from this incident. The parents brought the children to Jesus. Lutheran teachers are supplements to the home—not replacements. The parents shoulder the religious instruction of the children; teachers support and cooperate with what has begun in the home.

Memorization

One area in religious education of concern to parents and teachers is memorization of Bible passages. Adults sometimes overemphasize the role memorization plays in the child's later life. Actually, memorization often gives greater satisfaction to teachers and parents than it has significance for the child. Efforts should center on repeated meaningful activities where Biblical statements are used so immediate and direct relationships are made

be very meaningful. The child may remember the passage, but memorization is not the major aim. The experience of living the passage is the goal.

Goals

Following are goals for preschool religion:

A. That the child may grow in relationship to God and to that end:
   1. Know Jesus as His friend, brother, teacher.
   2. Feel secure in Jesus' loving care.
   3. Praise God in spontaneous worship and prayer.

B. That the child may grow in relationship toward the Bible and to that end:
   1. Understand that Jesus speaks to Him through the Bible.
   2. Regard the message as important.
   3. Gladly hear and learn what the Bible says to him.

C. That the child may grow in relationship toward the church and to that end:
   1. Understand the church as God's family.
   2. Enjoy being part of God's family.
   3. Pray spontaneously alone and with others.

D. That the child may grow in relationship toward others and to that end:
   1. Understand that he belongs to a family, a community, a world.
   2. Develop a friendly feeling towards others.
   3. Show respect for, cooperate with, forgive and receive forgiveness from others.

E. That the child may grow in self image and to that end:
   1. Understand that God loves him.
   2. Feel secure in God's love.
   3. Develop good habits of health, safety, physical care in response to God's love.

(From *Foundations for Christian Education* by Frederick Meyer and Harold Rast)

Curriculum

Armed with these goals and understanding of the total child, the teacher is ready to prepare the curriculum. The most complete material in print is:

Mission:Life Red/Blue Prekindergarten. Concordia Publishing House, St. Louis, MO, 1973.

Me and All Creatures
That I May Be His
Newness of Life

Additional sources are:

LilieSparrows Series (Multi-media kits). Concordia Publishing House, St. Louis, MO. Filmstrips in these kits are taken from Mission:Life Red/Blue Prekindergarten curriculum and would not have to be purchased if using the curriculum.

Welcome to God's World
What a Wonderful World
God's Dear Child
Jesus, Our Good Friend

The Jesus Story, Happy Together, Polliwog Series Winston Press, 25 Groveland Terrace, Minneapolis, MN. 55403.

Finding Out About God. Lutheran Church Press, Philadelphia, Pa.

To have the Mission:Life Prekindergarten material serve several levels of preschoolers, it may be divided by age in the following manner:

First Quarter

Ages	Topic	Subject	Reference
3,4,5	At School with Jesus	Jesus and the children (Mark 10:13-16)	John 16:12
4,5	God Gave Me a Body to Enjoy	God makes the world (Gen. 1:1-27) Adam and Eve (Gen. 2:4-25)	Gen. 1:31
4	A Family for Me	Moses and his family (Ex. 2:1-10)	Ps. 68:6 Isaiah 66:13
4	I'm Special, You're Special	Peter and Andrew: Mary and Martha	1 Cor. 12:4-7 Gen. 1:27

Ages	Topic	Subject	Reference
4	God with Me Everywhere I go	Solomon's temple (2 Chron. 6:18) Jesus stills a storm (Mark 6:45-51)	Ps. 139:7-12, 17-18 Matt. 28-20 Jer. 23:24
4	Always He Loves Me	Raising of Jairus' daughter (Luke 8: 40-56) Summary of Jesus' death and resurrection Zacchaeus (Luke 19:1-10)	Rom. 5:8 John 15:5
5	Maker of Weather and Seasons	Elijah prays for rain (1 Kings 17:1, 18:1-2, 36-45)	Ps. 106:1
5	A Wonderful World of Animals	God made the animals (Gen. 2:18-20) Jesus enters Jerusalem (Matt. 21:1-11)	Ps. 106:1
5	A World of Good Things	Adam and Eve explore the garden (Gen. 2:15)	Ps. 104:27-28, 33
5	Togetherness with Love	Exodus from Egypt (Exodus 12-16) Jesus raises Jairus' daughter (Luke 8: 40-55) Jesus at the synagogue (Luke 4:16-30)	1 John 4:16, 18 John 15:12
5	God with Us Night and Day	Creation of night and day (Gen. 1: 16-19) God guides Israel night and day in the wilderness (Exodus) Adam and Eve experience night for the first time	Ps. 121:1-4
4,5	Thank You, God, for Everything	Jesus and his friends eat breakfast (John 21:1-14)	Ps. 148:1

Second Quarter

3,4,5	Jesus' Birthday Is Coming	The Angel's Annunciation to Mary (Luke 1:26-38; Matt. 1:18-28)	
3,4,5	Born for Us	Jesus is born (Luke 2:1-20) Coming of the Wise Men (Matt. 1: 18-2:23)	Luke 1:68
3,4,5	Let's Celebrate His Birthday	Shepherds praise and tell (Luke 2:8-18) Review entire Christmas story	
3,4,5	A Child Like Me	Jesus' childhood (Luke 2:39-40, 52) Jesus and his family flee to Egypt (Matt. 2:13-23)	Heb. 2:17-18 Heb. 4:15-16 Luke 2:52
4,5	A Man for Me	Jesus grows to adulthood (Luke 2:52) Review first quarter stories of Jesus Jesus' ascension and promised return (Act 1:9-11)	2 Kings 13:5, 14-27, 19:34 Neh. 9:27 Obad. 21
4,5	God's Winter Wonders	Paul shipwrecked by a winter storm (Acts 27)	Ps. 74:17

Ages	Topic	Subject	Reference
4	A World of Helpers	Community and family helpers When Jesus sent helpers (Luke 24: 44-52)	Hab. 1:5-12 Is. 44:28-45 John 11:45-53
4	Friends from the Friend	Philippians send presents to Paul in prison (Phil. 1:7-14; 2:25-30; 4:10-20)	John 15:12
4	Forgiving friends	Jesus says no to James and John (Luke 9:51-56)	Rom 5:6-11 Eph. 4:32
5	Water That Says I Love You	Review first quarter story of Elijah prays for rain A jail guard baptized (Act 16:23-24)	Rom. 6:3-11 1 Pet. 3:18-22 Matt. 28:19-20
5	In God's family	Christians prayed for Peter (Acts 12: 1-17) What heaven is like	Ps. 122:1
5	A Big Family	Review story of Jesus and the children (Mark 10:13-16)	Is. 11:6-9; 51:3; 25:6-9 Rev. 21:10 ff. Ps. 122:1 Matt. 7:45

Third Quarter

4	I'm a Feeling Person	Calling of Matthew (Mark 2:13-17) Jesus stills the storm (Mark 4:35-41)	2 Cor. 4:16; 5:17
4	Handling My Feelings	When Jesus said no (review from second quarter) Healing of the lame beggar (Acts 3: 1-10)	
4	Feeling for Others	Jesus cried with Mary and Martha (John 11:1-45)	Luke 7:13 Heb. 2:15-5: 10 1 Peter 3:8 John 15:12
4	The World Awakes	Jesus and the lilies (Matt. 6:28-30)	Mark 4:30-32 Luke 13:18-19 Song of Sol. 2:11-12 Ps. 106:1
3,4,5	Jesus, Our Undying Friend	Review stories of Jesus' love Jesus' entry into Jerusalem (Matt. 21:1-9) Jesus crucifixion and resurrection (John 19-20)	Gal. 2:20

3,4,5	He's Back! I'm Glad!	Jesus' resurrection (Luke 24:1-12) Jesus appears to Thomas (John 20: 24-21)	Is. 65:17-19 Dan. 12:2-3 Matt. 19:28-29 1 Thess. 4: 13-17 2 Peter 3: 10-13 Rev. 21:1-4 Matt. 21: 9-22; 28: 20
3,4,5	All Forgiven—I'm Glad!	Jonah (Jonah 1-4)	Ps. 51, 130 1 John 2:2 Ps. 32:1-7 Eph. 4:32
5	Boy and Girl People	Creation of Eve (Gen. 1:27-28; 2: 18-25)	Gen. 1:27-28, 31 Gen. 3:8-19 Gal. 3:13, 27-28 2 Cor. 5:17
5	I'm Special—A Thinking Person!	Building of the Temple (1 Kings 5-8) Jesus teaches about God's care (Matt. 6:28-30) The Prodigal Son (Luke 15:11-24)	Gen. 1:26-28 Ps. 8:5-6, 9
5	I'm Special—A Helping Person!	Review stories about Jesus Conversion of Paul (Acts 9:1-30)	John 3:16 John 15:12
5	I'm Special—A Learning Person!	Review story of Paul's conversion (Acts 9:1-30) Jesus as a teacher	Matt. 11:29
4,5	Summer's Here! What Now?	Jesus ascends but doesn't say goodbye (Acts 1:1-12) Review of Jesus stilling the storm (Mark 4:35-41) Review of Elijah prays for rain	Mark 16:19-20 Luke 24: 50-53 John 15:5 Matt. 28:20 Ps. 121:4

Mission:Life

The Mission:Life material can easily be used as the core for the entire preschool program. The following examples show how this can be done.

God Cares for Us All

Room Preparation

Pictures of apples and apple trees.

Science

Note characteristics of apples. Cut crosswise through the center. Notice star in center. Talk about the seeds. Cut a thin slice and taste. What can be made from apples? Make applesauce. Have children cut apples but do not peel. Children can cut the apples with a serrated kitchen knife. Cook the apples until tender. Put through a Foley mill and remove the skin, core, and seeds. Put in individual

cups. Have children add red hots and sugar. Stir.

Worship

Prekindergarten Mission:Life Quarter 1, Unit 12, Emphasis 1, Activity 2.

Songs

"God Made Me" (PK[1], p. 112).

Finger Play

High up in an apple tree (point up)
Two little apples smiled at me (smile)
I shook that tree as hard as I could
(shake tree)
Down came the apples (fingers float down)
Mmmmmmm, they were good
(rub tummy).

Art

Print with apples. Put a thin layer of sponge in a pan. Pour thick tempera paint over it. Place apple shapes on sponge to pick up tempera. Print on paper.

Field Trip

Cider mill, apple orchard.

Book

LeSieg, Theodore. *Ten Apples up on Top* Westminister, MD: Beginners Books, 1961.

Source of Material

National Apple Institute, Washington, DC, 20036.

Water Is a Gift of God

Room Preparation

Toy boats and pan of water.

Outdoor Play

Tire cut in half horizontally. Fill with water and use to race boats.

Worship

PK[2] Mission:Life, Unit 10, Emphasis 1, Activities 1 through 6.

Songs

"Oh, who can make the water?" (Based on "Oh, Who Can Make a Flower?" from *The Little Christian's Songbook*, p. 17). "I Was Baptized Happy Day" (Base on "We are in God's House Today").

I was baptized—happy day!
All my sins were washed away.
God looked down on me and smiled.
I became His own dear child.

Art

Discover the properties of water by exploring the water's skin. Make old-fashioned marbled paper. Provide children with lightweight paper that will fit into a pan. Fill saltshaker with powdered tempera. Dust the surface of the water with the tempera. Float piece of paper on water surface and then gently lift one corner. The tempera will stick on to the paper. When dry, spray with liquid plastic or hair spray to make it more permanent.

Finger-paint with blue finger paint.

Finger Play

"The Rain," *Finger Fun*, p. 10. "The Waves by the Boat," *Finger Fun* p. 20.

Music Appreciation

Grofe, "Cloudburst," *Grand Canyon Suite.*

Jesus Came in Love and That Love Never Ends

Room preparation

Manipulative area—styrofoam circles, circle stencils. Housekeeping—playdough. Woodworking—hammer and nails.

Worship

PK[2] Mission:Life, Unit 2, Emphasis 2, Activities 2,3,6.

Songs

"Joy, Joy, Joy, Joy"(PK[2], p. 116).
"Go Tell it on the Mountain" (PK[2], p. 119).

Language Arts

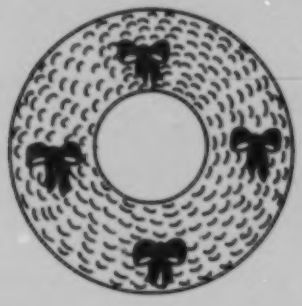
Discuss the Advent wreath that has been placed in the worship area. Talk about the shape of the wreath. Introduce circle. Read

Thank God for Circles by Joanne Marxhausen (Minneapolis: Augsburg Publishing House, 1971).

Art

Explain that the Advent wreath is for use during Advent. It reminds us that God's love never ends just as the circle never ends. We will make paper wreaths to remind us of that never-ending love.

Paper plate with hole cut out of center. Macaroni tinted green glued on plate along with red bows.



Action Game

"Four Candles in a Ring" (sung to the tune of "The Farmer in the Dell"), *Finger Fun*, p. 16.

Snack

Wreath cookies.

Newsletter

Send home a newsletter to parents encouraging the use of the Advent wreath.

God Loves Me

Worship

PK² Mission:Life, Unit 12, Emphasis 2.

Song

"This is the Way We Go to Church" (PK², p. 125).

"In Our Church We Gladly Sing" (PK², p. 124).

Art

Trace heart on paper. Use broad edge to outline heart. Write "God Loves Me" on it with magic markers. Decorate to show that God loves us. Cut in five pieces on lines made by teacher. (This can be done on back of paper.) Place in paper bag with child's name on it.

Math

How many of you are five years old? Have the numerals one through five on large cards. Ask the children to pick out the numeral five. Hold up fingers to indicate the numeral being shown by teacher. Hold up the number of puzzle pieces to indicate numeral. How many puzzle pieces are there?

Finger play

Five little Valentines having a race—
The first one was frilly with lace,
The second one had a funny face,
The third one said I love you,
The fourth one said I do too,
The fifth one was as sly as a fox,
And he ran the fastest to the Valentine Box.

(Lesson developed by Ruth Gliencke.)

Easter—New Life

Room preparation

Pictures of butterflies, cocoons, spring flowers, budding trees, chicks.

Worship

PK³ Mission:Life Unit 6, Emphasis 1, Activity 1.

Song

"Easter Day, Glad Easter Day," *A Child's Garden of Song.*

Language Arts

Egg hunt. Use construction paper eggs with written clues to find the hidden treasure. Each time a child finds a paper egg, he brings it to the teacher to read. Clues describe

location of the treasure. The treasure is a box of hard-boiled eggs to be colored.

Art

Tint eggs with commercial tint or use onion skins. Place onion skins on square of old sheet. Place dried rice, parsley leaves, cloves, or other food-type objects on top of skins. Place egg in center and draw up sheet tightly around egg. Tie at top. Place all eggs in electric skillet or a large pot. (not aluminum) Cover with water and boil.

Finger play

"Jesus Is Alive"
We can smile and clap our hands
(clap once and keep palms together)
Jesus is alive!
We can sing and pray to him
(palms still together and bow head)
Jesus is alive!
He is here and everywere
(hand on heart, then extend arms)
Jesus is alive!

Field trip

Go for a walk and look for signs of new life.

Books

Garelick, May. *Where Does the Butterfly Go When It Rains?* Englewood Cliffs, NJ: Scholastic Book Services, 1970.

Krauss, Ruth. *The Happy Egg* Chicago: J. Philip O'Hare Publishers, Inc., 1972.

The following material consists of religious ideas grouped according to the Mission:Life units.

Unit 1 PK[1]—At School with Jesus

Activites

Talk about the cornerstone in the building. Point out that the cornerstone contains items from the year the building was built. Make a time capsule to be buried in the school lot. Talk about the things that make the school different from others. This is Jesus' school. The time capsule should contain a Bible, a picture of a Bible story, a cross, etc.

Song

(Tune of "Frere Jacques")
For the Bible that great book,
We sing our praise, we sing our praise.
It tells of people long ago, It tells of people long ago.
Who knew God's love, who knew God's love.

Unit 2 PK[1]—God Gave Me a Body to Enjoy

Books

Marxhausen, Joanne. *I Am....* St. Louis: Concordia Publishing House, 1975.

Woodard, Carol. *A Time for Fun.* Philadelphia: Lutheran Church Press, 1968.

Woodard, Carol. *It's Nice to Have a Special Friend.* Philadelphia: Fortress Press, 1970.

Finger play

God made the great big elephant
(make trunk with arms)
He made the tiny bee
(arms make flying motion)
Big or small
(arms indicate great size and smallness)
He loves them (hug self) all
(display fingers)
And best of all, He loves me
(point to self).
(*Living in God's World*, Teachers Guide Age 3, Augsburg Publishing House, 1976.)

Unit 3 PK[1]—A Family for Me

Activity

Place a large piece of paper on the bulletin board. In the center place a picture of Jesus. Ask the children to bring family pictures to place around Jesus' picture. Place the word "Jesus" under His picture. Make a border of the words father, mother, sister, brother.

Books

Ingalls, Marilyn. *Families.* Philadelphia: Fortress Press, 1971. Woodard, Carol. *The Busy Family.* Philadelphia: Fortress Press, 1969.

Finger plays

"When I Was a Baby," *Finger Fun*, p. 13.

"Here Is Mother," *Finger Fun*, p. 14.

"Once I Was a Little Baby," *Finger Fun*, p. 14.

Unit 4 PK[1]—I'm Special - You're Special

Activity

God made everyone's feet different. Obtain a footprint of a newborn baby. Place child's foot over this to see how they have grown.

Books

Woodard, Carol. *It's Nice to Have a Special Friend* Philadelphia: Fortress Press, 1970.

Unit 5 PK[1]—God with Me Everywhere I Go

Activity

Make a frieze on a large piece of paper. Cut out or draw places where the children go. Make it an ongoing process to which the children add daily.

Unit 6 PK[1]—Always He Loves Me

"Jesus Blesses Little Children," American Bible Society, New York. A small brochure with a banner of the title on the reverse side.

Books

Strubel, Evelyn. *God Loves You Always.* Philadelphia: Lutheran Church Press, 1968.

Unit 7 PK[1]—Maker of Weather and Seasons

Books

Dillard, Polly. *Peter and the Rain.* New York: Clark Boardman Co., Ltd., 1968.

Finger plays

"The Rain," *Finger Fun*, p. 10. "We Are Little Seeds," *Finger Fun*, p. 11.

Unit 8 PK[1]—A Wonderful World of Animals

Activity

Have the children dictate a letter of thanks to their classroom pet. Include thoughts that God made this pet.

Brochures

"Meeting Animal Friends" by Charlotte Baker Montgomery, National Humane Education Center, Waterford, VA 22190.

"Care and Management of the Animal Visitor at School," American Humane Association, P.O. Box 1266, Denver, CO 80201.

Unit 9 PK[1]—A World of Good Things

Activity

Make a mobile of material collected on an ecology walk. Explain that God expects us to take care of the world He created.

Make rubbings of wood, leaves, sea shells, feathers. Talk about the different kinds of things God made for us.

Brochure

"Who Am I?" (Creation and Self-Concept pamphlet), American Bible Society, NY.

Unit 10 PK[1]—Togetherness with Love

Place a large heart on white paper. On heart place the words "Thumbody Loves You." Around the heart have the children place their thumb prints.

Unit 11 PK[1]—God with Us Night and Day

Finger play

"The Sun Is Up So High," *Finger Fun*, p. 8.

"God Made the Big Round Sun," *Finger Fun*, p. 9.

"God Made the Big Round Moon," *Finger Fun*, p. 9.

"This Is the Way the Sun Comes Up," *Finger Fun*, p. 9.

Unit 12 PK[1]—Thank You, God, for Everything

(See lesson plan "God Cares for Us All.")

Unit 1 PK[2]—Jesus' Birthday Is Coming

Activity

Mitten tree. Have the children bring in new or clean, used mittens. Hang on the

Christmas tree. After Christmas give the mittens to needy area children.

Finger plays

"Now We Will Trim Our Christmas Tree," *Finger Fun*, p. 17.
Who loves baby Jesus? (arms outstretched in questioning position)
Joseph loved Him (thumb)
Mary loved Him (pointer finger)
The shepherds loved Him (middle finger)
The Wise Men loved Him (ring finger)
And I love Him (little finger)
Do you love Him? (point to others in class)
Christmas presents remind me(form fingers in shape of box)
That animals gave Jesus their manger (cross arms in x-shape of manger legs)
And Mary gave Jesus her love (hug self)
And Shepherds gave Jesus their praises (fold hands)
And Wise Men gave Jesus their gold (rub fingers as if to feel money)
But most of all, Christmas presents remind me (form fingers in shape of box)
That the Father in heaven gave us Jesus (cradle and rock arms)
The best Present of all (hands outstretched, palms up).

Unit 2 PK²—Born for Us

(See lesson plan "Jesus Came in Love and That Love Never Ends.")

Unit 3 PK²—Let's Celebrate His Birthday

See "Christmas in Other Lands" in *Resources for Creative Teaching in Early Childhood Education.*

Song

(Tune of "Frere Jacques")
Thank You, God, Thank You, God.
For Christmas Day, For Christmas Day
And for Baby Jesus, And for Baby Jesus
Thank You, God, Thank You, God.
(Esther Zadeik)

Unit 4 PK²—A Child Like Me

Book

Yano, Shigeko. *As Jesus Grew.* Valley Forge, PA: Judson Press, 1973.

Finger play

"When Jesus Was a Baby," *Finger Fun*, p. 18.

"Once Jesus Was a Baby," *Finger Fun*, p. 19.

Unit 5 PK²—A Man for Me

F F F F E D E E E
Jesus loves the little ones, Like me, me, me.
G G G G F E F F F
Jesus loves the little ones, Like me, me, me.
A A G F G G F D
Little ones like me, Sat upon His knee
EF E D CA G E F F F
Jesus loves the little ones like me, me, me.
Jesus loves the little ones, like you, you, you.
Jesus loves the little ones like you, you, you.
Little ones like you, Loves them through and through.
Jesus loves the little ones like you, you, you.

Unit 6PK²—God's Winter Wonders

God's Winter Scene. Place foil in center of each child's paper to form an ice-skating rink. Have the child complete the picture by adding trees, children, stars or sun, snowmen, etc. This may be done on blue construction paper and the picture completed by spatter painting in white.

Unit 7 PK²—A World of Helpers

Make a tape recording of various sounds associated with careers. The tape could contain fire sirens, police whistles, dump trucks, etc. It should contain a church organist, Christian day school teacher in the classroom, and a pastor preaching. Talk about these special helpers.

Unit 8 PK²—Friends from the Friend

Make a book titled, "My Friends." Each child has his own book and asks his friends to draw in the book. The last page is reserved for the best Friend of all—Jesus. Draw a picture of Jesus on that page.

Unit 10PK²—Water That Says I Love You

(See lesson plan "Water is a gift of God.")

Unit 11 Pk²—In God's Family

Finger play

"The Bell in the Steeple," *Finger Fun*, p. 7.
"This Is the Way We Go to Church," *Finger Fun*, p. 6. (can be sung to "Mulberry Bush").

Unit 12 PK²—A Big Family

(See lesson plan "God Loves Me.")

Units 1, 2, 3 PK³

Select activities related to feelings

Unit 4 PK³—The World Awakes

Butterfly-symbol of resurrection.

Use magic marker or watercolor to decorate.

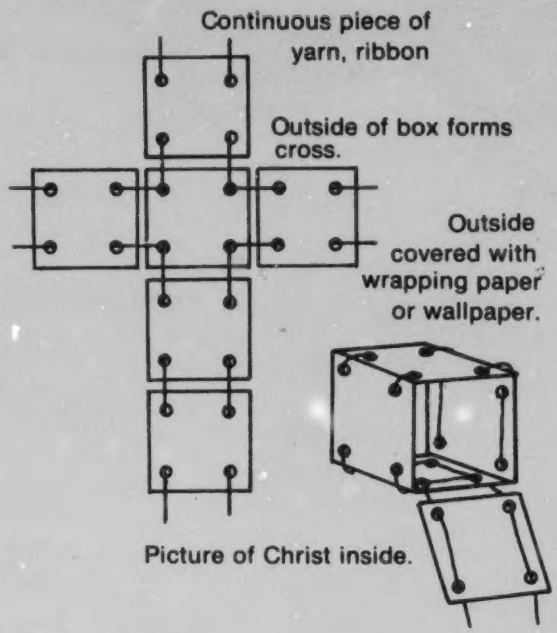
Unit 5 PK³—Our Undying Friend

Activity

Finger-paint with sand mixed into the paint. Place cross shape over the finger paper. Have children paint the entire picture, and then lift the cross off, leaving the white shape underneath.

Teaching Aid

The Gift Box


Continuous piece of yarn, ribbon
Outside of box forms cross.
Outside covered with wrapping paper or wallpaper.
Picture of Christ inside.

(by Leah Serck)

Song

(Tune of "Do, Re, Mi" from *Sound of Music)*
Don't you know that Jesus died,
Raised again in three short days?
Me, the one for whom He died—
Far away He took my sins,
So I'll love Him evermore—
Love I've never known before.
T—the shape of Calvary.
Don't you know Jesus died for me?
Hallelujah!

Unit 6 PK³—He's Back! I'm Glad!

(See "Easter—New Life" lesson plan.)

Unit 7 PK³—All Forgiven—I'm Glad

Book

Pottenbaum, Gerard. *99 plus 1.* Minneapolis: Augsburg Publishing House, 1971.

Unit 8 PK³—Boy and Girl People

Song

"Oh, who can make a girl..."

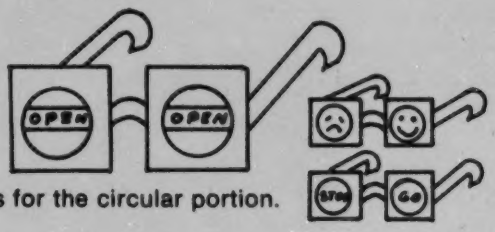
"Oh, who can make a boy...."
(Based on "Oh, Who Can Make a Flower?" Mission:Life PK[1], p. 117.)

Units 9, 10, 11 PK[3]

Select Activities related to self-concept.

Unit 12 PK[3]—Summer's Here! What Now?

Fun Glasses



Make designs for the circular portion.

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Language Arts

By Shirley Morganthaler

Although textbooks are not used in most preschool classrooms, the language arts curriculum is probably the most inclusive and expansive area of concern for the teacher. It spills over into each of the room's learning centers and is a factor in all other areas of the curriculum. Only the presence of Jesus in the curriculum and in the lives of the teacher and children is more pervasive.

Goals in Language Arts

Below is a list of long-range goals for language arts. Other more specific goals can be formulated by the teacher according to the children's needs.

1. To encourage language development appropriate to the age level of the child.
2. To provide an environment in which the

child is encouraged to practice speaking as a means of communication with both peers and adults.

3. To provide an environment which helps the child learn to listen to others.
4. To provide an environment which helps the child use communication skills in creative and meaningful ways.
5. To provide an environment which encourages the child to practice foundation skills which lead to later skills in reading and writing.

Language is communication. The language arts curriculum seeks to foster socially appropriate ways to give and receive communication from others.

Language Development

Each child comes to preschool with special skills and experiences in communication. These are begun in infancy through touch, eye contact, and love. The mother engages her baby in verbal play as she responds to the child's earliest attempts at vocalization. This verbal play encourages the child to imitate mother's vocalizations. Thus communication begins.

The continued response to the child's vocalizations encourages the desire to listen and speak as a mode of communication. Babbling (vowels and consonants verbalized for their sheer enjoyment) and jargon (later babbling which almost perfectly imitates adult voice inflections) help the very young try out adult forms of communication. Children are encouraged by adults as these attempts become identifiable words and sentences.

As children continue to communicate, they develop their own form of syntax (sentence structure), which gradually approximates adult syntax. Children do this naturally out of what appears to be an inborn desire to communicate ideas to others. The degree of language facility they possess when they come to preschool depends on two major factors: their own rate of development and the amount of practice they have had in communicating with words.

What, then, is the teacher's role in the language development of the young child? Perhaps Courtney Cazden, writing in *Language in Early Childhood Education*, best answers the question by stating, "Teachers should act the way parents have acted: talk with children about topics of mutual interest in the context of the child's ongoing work and play."

Formal Language Activities

Formal, teacher-planned activities which focus on language skills are an important component of the early childhood curriculum. The child, given the opportunity for large and small group experience, will continue to improve language skills.

Communication involves two separate activities: receiving and expressing. Receptive language consists of listening and, later, reading. Expressive language is speaking and writing. Both are used in formal and informal ways. Formal activities imply teacher input and guidance. However, these should not be viewed as totally teacher-centered activities.

Speaking

Speaking and expressing ideas formally as a part of the group begins in the early years. Sharing an experience or showing a favorite toy involves oral communication. Remembering a past group experience or cooperatively planning an activity for today also involve oral expression of ideas. The 3-and 4-year-old is only beginning to participate in formal activities. Often the less mature child of this age will listen more than speak as a part of the group. However, this child may be actively participating as a listener. Formal activities for this age level should be kept brief and free of pressure.

Sharing time. Children who bring something to show may be able to share only superficial information about their treasures. Some questions from the teacher may help: Where did you get it? How do you use it? How does it work? Where do you keep it? Will you share it with your friends today?

This less formal "sharing time" leads to the

more formal "show and tell" traditionally used in kindergarten and first grade. The teacher of 3's and 4's may want to provide three or four "sharing bags" (cotton fabric bags no larger than 12 x 18 with either a drawstring or handles at the top) to limit the "sharing" on a given day. More than this will tax the children's ability to listen as their friends share.

Creative dramatics. For the very young child creative dramatics will involve more pantomine than speaking. Children will begin to verbalize as they become more comfortable with pretend drama in a group.

Pretending to be something or someone else will help children better understand their own emotions. The child pretending to be a tree, caterpillar, dog, or elephant will begin to experience the joy of self-expression.

Later acting out a familiar story, such as *The Three Little Pigs* or *The Snowy Day*, will help the child focus on expanding expressive skills.

Roleplaying. Roleplaying is also related to creative dramatics. Pretending to be a father, the child assumes a role more prescribed than those in creative dramatics. Roleplaying may begin with teacher pantomines of familiar situations as getting ready for bed, brushing teeth, or reading a book. Later, words as well as actions can become a part of this activity. Children need to begin with familiar scenes and experiences for roleplaying to be meaningful.

Listening

Children will model good listening. The teacher who actively listens in both formal and informal activities provides this model for the young child. Several suggestions may serve as reminders to the teacher of 3-and 4-year-olds.

1. Initiate and maintain eye contact with the child.
2. Listen on the child's level. Sit on the floor or squat down so the child can have a face-to-face conversation. (It can't be much fun to carry on a conversation with a belt buckle!)
3. Respond to the child's conversation with a comment that shows respect of feelings. "That must have been exciting" or "I like strawberries too" is a much more satisfying response than "That's nice."
4. Ask questions if appropriate, but extend the conversation only as long as the child wants to do so.
5. Take time to listen. Try to avoid comments as, "In a minute, Jenny."
6. Listen to the ideas the child is communicating and respond to them. Try to overlook the immature grammar and diction.

As one child practices speaking, others practice listening. Help children learn to listen by giving them one or two simple rules:

—Look at the speaker.

—Sit quietly.

—Ask questions only when the speaker is finished.

Finger plays. Rhymes and finger plays are especially appropriate to encourage speaking and listening among young children.

Finger plays are initially a listening activity as children catch the rhythm and rhyme of short action poetry. As the child learns the rhyme and participates in its words and actions, it also becomes a speaking activity.

Listening to similar words, getting meaning from spoken words, responding with words and actions, and remembering rhymes from day to day are all activities which grow out of finger plays. Thus, these simple rhymes focus on several listening skills through an enjoyable group activity.

Guidelines for successful finger play:

1. Select only finger plays which you, the teacher, enjoy.
2. Memorize the finger play and its actions.
3. Copy finger plays on index cards for future reference. Remember to indicate source-book of rhyme.
4. Keep a file of finger plays used. Organize it with topics that correspond to units or themes.
5. Write actions in a color that is easily distinguished from words of the rhyme.
6. Practice rhyme with actions before a mirror.
7. Repeat finger plays often in the classroom. Young children enjoy repetition of old favorites.

Storytelling. The art of telling stories is an

old skill which should be developed. When telling stories with or without props, the teacher is able to maintain eye contact with children and more easily adapt the story to their interest and understanding. The novice storyteller will want to practice before telling a story to a class. It may also be wise to tell the story to a small group as a start.

Begin with simple and familiar stories (familiar at least to the storyteller). Choose stories with a simple plot line and one central character with whom children can identify. Folk literature is often a good place to begin: *Goldilocks and the Three Bears, Henny Penny, The Three Little Pigs.* Other stories as *The Tale of Peter Rabbit,* Hoban's Frances books, and Keat's stories about Peter are also good. Once the storyteller is comfortable with telling stories, try some original stories. A highly successful story is one in which the children's names are mentioned as the story progresses.

Props for storytelling are important. Dolls, puppets, or items mentioned in the story (a cup, a bowl, a flower) will help to focus the child's attention on the story. Figures may be made out of flannel or felt and placed on a flannelboard at appropriate points in the story. Stories from the Bible (Noah's Ark, Jesus' birth, the parables) are especially appropriate for the flannelboard. Favorite stories from children's books (*The Snowy Day, Rosie's Walk*) may also be made into flannelboard stories. After the teacher tells the story, make the figures available for children to "retell" the story independently.

Reading books. No single activity is more traditionally associated with teaching young children than reading picture books.

When exposed to an ever widening variety of picture books, the young child is given an opportunity to listen to stories that captivate interest and relate experiences.

Books chosen to be read should have a wide variety of themes, topics, and formats. Sometimes the book will have a science theme as Lionne's *Inch by Inch,* Tresselt's *Rain Drop Splash,* or Spier's *Gobble, Growl, Grunt.* Sometimes it will be a math book as Tana Hoban's *Count and See* or Brian Wildsmith's *Puzzles.* At other times social studies may be the theme as Stover's *I'm in a Family* or Le Seig's *Come Over to My House.*

No list of books for young children can be complete without Joanne Marxhausen's *Thank God for Circles, Three in One,* and *If I Should Live; If I Should Die* or Florence Parry Heide's *God and Me* and *You and Me* in which Bible truths are presented in story form.

The child's own special needs and problems can also be the heart of the story. Examples of this are Russel Hoban's Frances books (*Bread and Jam for Frances, Best Friends for Frances, A Baby Sister for Frances*) and Ezra Jack Keats' books about Peter (*The Snowy Day, Peter's Chair, Whistle for Willie, A Letter for Amy*). Other "musts" are Judith Viorst's books, which delightfully present the child's point of view, as *Alexander and the Terrible, Horrible, No Good, Very Bad Day* or *The Tenth Good Thing About Barney.* Pat Hutchin's sense of what is funny to little children makes her books a sheer delight. Examples are *Rosie's Walk* and *Good Night, Owl.* Children and adults who delight in detail and artistry will be enchanted by Peter Spier's *London Bridge* and *And So Your Garden Grows.* Another delightful book is Hallinan's *The Looking Book.*

A select bibliography of children's books has been included at the end of this section. Any listing of good books to read to young children will, of necessity, be incomplete. An attempt has been made here to include some old favorites as well as some exciting new titles. The teacher who wants to look further would do well to use Nancy Larrick's *A Parent's Guide to Children's Reading* (1975 edition) as a tool. Your local librarian is another excellent resource.

No discussion about reading books to children would be complete without some tips for success.

1. Make reading books a daily part of the program. Children should be read to EVERY DAY!
2. Provide a comfortable spot for storytime. A rug or small mat is good.
3. Choose books with a simple one-line plot and a main character with whom children can identify.
4. Be sure everyone can see. Hold the book

high enough and to the side so children can see the pictures.

5. Introduce the story briefly. "This is a book about . . . ." or "Let's see if you can find the . . . ." or "Let's find out why . . . ."
6. Use animation and change of pace as you read. Pause at an exciting part to heighten suspension.
7. Ask questions or make comments as appropriate to extend children's understanding, or invite participation.
8. Read stories you personally enjoy.
9. Maintain a balance between old favorites and new friends. Read at least one book each week, and set aside a day for children to choose their favorite.

Puppets. The ability to work effectively with puppets is an almost limitless tool of communication. Puppets can tell stories, give directions, and help in general classroom management.

A puppet can be a special friend which only the teacher uses or which lives in a box or on a shelf readily available to the children. Each will have different uses and purposes.

Teacher puppets. To be truly effective, a puppet should have a name, a personality, and a purpose. A crocheted owl name Fred comes to school to tell the children special things. Being an owl, Fred is very smart and helps to teach new and exciting activities. Or a puppet may be a shy, pink pig who is afraid of new experiences and helps the children with their fears. It may be a fluffy white "Lambie Pie" who comes to teach all the lamb and shepherd songs about Jesus.

Oliver the big-eyed bird may be just the one to "see" if the toys have all been picked up. Willy and Wanda may be boy and girl puppets who always get into trouble and help children find solutions to their problems.

Teacher puppets help children to focus their attention and listen more attentively. These puppets may either talk directly to the children or talk only to the teacher. Voice changes are seldom necessary since young children don't seem to notice if the puppet has the same voice as the teacher. The teacher who is not comfortable speaking through the puppet can effectively have the puppet whisper to the teacher and "report" to the class. A bunny puppet is especially effective this way, since bunnies don't make noises.

Children's puppets. Have available a variety of easy-to-use puppets. The "muppet" style is probably easiest for children to manipulate. They need to be the right size for small hands. A box or shelf where puppets live is helpful. To young children, puppets are quite real and, therefore, must also be treated with respect by the teacher. Very young 3-year-olds may not be ready to pretend to have their puppet talk but will still enjoy moving and manipulating their "friend." As children mature and begin to see another's point of view they will enjoy projecting a personality to their puppet. Encourage them to talk to others through puppets. Puppets can also help sing a song, learn a poem, count to 10, look for things that are blue, or whatever will fit into the curriculum.

Reading

Although preschoolers are not ready for formal reading instruction, it is important for the teacher to understand the nature and scope of foundation skills for reading. Reading is essentially breaking the code of "talk written down." Children ideally master this task at their own pace with the help of many informal and formal nonbook activities.

The preschool teacher needs to understand the foundation skills for reading and provide for them in a variety of ways. These skills include:

—Visual discrimination
—Auditory discrimination
—Left-to-right progression
—Perceptual development
—Eye-hand coordination
—Language development
—Visual and auditory memory
—Broad base of experiences
—Picture interpretation
—Sense of sequence
—Ability to attend
—Ability to follow directions
—Ability to see spatial relationships
—Desire to read

Many children come to preschool reading cereal box labels, traffic signs, and a variety of

other words in their environment. The most natural way to teach reading foundations is for the teacher to build and expand on this interest in words with labels for objects, real grocery boxes in the housekeeping center, or puzzles made from cereal boxes. Several additional suggestions are given in the section on informal language in the learning centers.

Formal activities which practice one or several of the skills are also important. Remember that the children will be at varying levels of competence in these skills. Therefore, the activities need to be open-ended to provide opportunities for learning at a variety of skill levels.

One such example is the "What's Missing?" game. The teacher places three or more felt objects on a flannelboard (for the very young you may want to place real objects in the center of the circle). As the children close their eyes, the teacher takes one object away and asks "What's Missing?" The children are participating in the development of visual memory by their guesses. After several guesses, the teacher shows the missing object, thus providing reinforcement and correction as needed.

Writing

Scribbling and drawing at a chalkboard or on paper are important prewriting skills. Give the young child jumbo crayons as they are easier to handle and more readily develop the correct writing muscles.

Scribbling with crayons is an important experience for the young child. At first the child scribbles randomly. Later these scribbles will have names. Still later they will become recognizable to the adult.

Letters and words are not involved in these stages, but they do involve communication. When the teacher writes the child's title on a picture, the child becomes aware that writing is "talk written down." The child dictating stories to a parent or a tape recorder is learning that words communicate to others.

Some 4-year-olds will show interest in learning to write their names. If classroom objects are labeled, the children may also begin to copy these words. Precision comes later as muscles develop and are more easily controlled.

Informal Activities

Most activities in a preschool setting allow the child to practice informal speaking and listening skills. A child-centered preschool encourages children to talk, to ask questions, and to exchange ideas as they work with materials and with other children.

It is difficult to separate opportunities for informal speaking and informal listening. Therefore, the two have been combined in subsequent pages. Numerous activities for informal speaking and listening in the learning centers have been identified.

Language Arts in the Learning Centers

Housekeeping

—Naming utensils, equipment, food.
—Roleplaying: pretending to be mother, father, baby, grocer, baker, restaurant waitress.
—Giving opinions.
—Discusssing problems and ideas.
—Conversations during "mealtime."

Hints:

—Adding empty packages of real food promotes classification, encourages reading labels.
—Add things to pour—popcorn, rice, water.
—Sit down and "eat" with children, extend conversation, ask questions.

Blocks

—Naming and comparing sizes of blocks.
—Finding likenesses and differences.
—Discussing and solving problems in small groups.
—Giving directions.
—Following directions of another child.
—Describing structures.

Hints:

—Provide shelves rather than bin for blocks.
—Tape shape of block on section of shelf so children can store like shapes together.

—Occasionally save complex structures (encourages description, discussion of structure).
—Make a sign labeling structure.

Math

—Describing number concepts.
—Labeling, identifying objects.
—Extending descriptive vocabulary.

Hints:

—Encourage small group activity so discussion can take place.
—Use signs to label objects (include picture and word).
—Provide puzzle match-up games which include word label.

Language

—Identifying letter sounds and names.
—Listening to stories on tape.
—Matching letter to shape of letter.
—Matching upper and lower case letters.
—Auditory discrimination (matching like sounds).

Hints:

—Provide many self-correcting games which help children identify sounds, recognize letter similarities and differences.
—Use concrete objects whenever possible—pictures are NOT concrete.

Examples of Games:

1. Sammy Sound Snake
   Materials: colored vinyl shelf paper with outline of letters; individual letters cut from construction paper and covered with clear contact paper.
   Activity: children match letter to its outline of vinyl; sounds of letters can be emphasized informally by teacher or aide.
   Purpose: encourages visual discrimination; provides a satisfying individual activity.
   Variation: similar game can be constructed using shapes instead of letters.
2. Suzie Sound Shakers
   Materials: 6 ounce juice cans or empty 16 mm film containers; rice, sand, beans, etc., to put into cans; tape to seal cans shut.
   Activity: child matches containers by shaking them to find two that sound alike; code bottom of cans so they are self-correcting.
   Purpose: encourages auditory discrimination.
   Variation: use baby food jars so contents are visible; provide screen as "barrier"; child on one side shakes jar; child on other side tries to match sounds; self-correction is visual this time.
3. Feeling Fun
   Materials: letters of three different textures: sandpaper, velvet, smooth plastic; tagboard squares to mount each letter.
   Activity: child matches identical letter of different textures.
   Purpose: visual discrimination; encourage use of tactile learning.
   Variation: can also be done with shapes instead of letters.
4. Fabric Scrap Fun
   Materials: fabric scraps of different patterns, colors, and textures; cut scraps into circles, squares, triangles (keep small—2" shapes are best).
   Activity: child matches fabric shapes according to pattern, color, texture, or shape; allow child to make choice of method of classification.
   Purpose: to provide opportunity for visual discrimination; to encourage decision-making.
   Variation: cut all fabric into the same shape and include two of each pattern, color, texture.
5. Same and Different Circles
   Materials: cards with real objects glued on: each card is divided in half, objects on two halves are either same or different; two large open circles of braided rug yarn—one circle for "same" cards, one for "different."
   Activity: child places cards in braided circles—one circle for "same" cards, one for "different."
   Purpose: to encourage visual discrimination of things that are same, different.
   Variation: used bicycle tires or inner tubes instead of braided circles; use colors (red, blue), textures (rough, smooth), etc., instead of same/different.
6. Treasure Boxes
   Materials: box containing small real objects; three 9" x 12" tagboard cards with out-

line of each object drawn on (cover with clear contact).
Activity: child takes object from treasure box and places it on correct outline.
Purpose: to encourage visual discrimination.
Variation: several treasure boxes containing different objects can be made—color code box to card of same color.

Art

—Communicating on paper.
—Making decisions about color, design.
—Telling story through pictures.
Hints:
—Allow child to work independently.
—Display all art, not just the best.
—If child wants, title picture—this adds word communication to picture communication.

Music

—Hearing likenesses and differences in sounds.
—Naming objects in center.
—Eye-hand coordination in playing instruments.
—Listening to songs (stories in song).
Hints:
—Use correct names of instruments when talking about center.
—Emphasize likenesses and differences in sounds.
—Include stories without words (as "Nutcracker Suite") for listening.

Large Muscle Area

—Describing position of self in space.
—Exchanging ideas with other children.
Hints:
—Use correct terminology when referring to equipment.
—Use prepositions (over, under, through, near, etc.) when describing positions to children.

Books

—"Reading" pictures to get messages from printed page.
—Paging through book from front to back.
—Interpreting action of pictures in terms of own experience.
—Getting sense of sequence from series of pictures.
Hints:
—Include wordless books as well as books with text.
—Include stories recently read to group so children can review individually.
—Change books often!
—Provide pillows, small rocker for a cozy atmosphere.
—Make book corner a "quiet island" in room.
—Construct a reading loft big enough for two or three children and stack it with pillows and books.
—Use an old bathtub for a reading tub—line it with fur fabric and stack it with pillows and books.

Manipulatives

—Seeing part/whole relationships in puzzles.
—Identifying "what's missing."
—Matching shape of object to shape of space.
—Practicing eye-hand coordination (prewriting).
—Visual discrimination.
—Completing patterns.
Hints:
—Provide simple puzzles and gradually increase complexity.
—Provide wood, textured rubber, and plastic manipulatives for experience in variety of textures.
—Provide puzzles and pegboards of different sizes for variety.
—Include parquetry blocks, stringing beads, colored cubes for variety.
—Include teacher made items: pegboards using golf tees, puzzles of cereal boxes, buttons for sorting in muffin tin, etc.

Science

—Observing, labeling, describing things.
—Asking questions for information.
—Developing sense of sequence in watching plants and animals grow.
Hints:
—Change items in center frequently to keep interest high.
—Use correct vocabulary in describing materials.
—Label materials with word cards.
—Keep charts of plant growth to encourage

understanding of sequence (child can use length of string to measure).

Construction

—Labeling materials.
—Making decisions.
—Describing completed structures.

Hints:
—Label tools correctly.
—Mount pegboard on wall to hang tools.
—Outline shape of tools so child can put away correctly while practicing visual discrimination.
—Write title of completed structure if child suggests.

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Mathematics

By Norman E. Young

For the preschool child, mathematics is something which is invented or discovered as a part of experience in the world. A child's natural curiosity will lead to investigation of the environment and interaction with objects and units. Through these activities the child is forced to solve problems and explain differences and similarities. Children create mathematical concepts as they engage in activities which involve comparison, observation, ordering, or counting. These concepts help them bring order to their world as they develop logical thinking processes.

It is unfortunate that many adults (including teachers) think of mathematics only in terms of numbers, symbols, operations, and equations. These are the *tools* which the mathematician uses to ply his craft. The 3- and 4-year-old child, who may use none of these, can engage in activities every bit as mathematical as the scientist or engineer. Indeed, such activity *must precede* the use of abstract forms if the latter are to have any meaning at all.

Young children do not learn mathematics by being told about it. Rather, they *invent* the mathematics necessary to explain what they do and see. Much of this involves natural activity on the part of the child and requires little or no intervention from adults. However, teachers can facilitate such learning in several ways.

The Teacher's Mathematical Awareness

One of the first obligations of teachers is to view their own environment mathematically. This would include not only the physical properties of the classroom and the mathematical materials contained in it, but also would extend to the home and the neighborhood.

Mathematics is all around us. The tiles in the ceiling, the garage doors in the alley, the leaves on the trees, and the different groupings of toys are examples of mathematical models. Relationships abound—size, shape, number, patterns, orderings. These are in a child's environment and they are mathematics in a much more meaningful way than are symbols and numerals.

By recognizing these models and relationships, the teacher can bring the class to an appreciation of the mathematics they contain. Only then it will make sense to ask questions like, "What do you notice?" "How are these alike?" "How are these different?" "What else do you know that's shaped like that?" "Why do you think that works that way?" Through such observations and explanations, the children will refine their thinking processes and problem-solving abilities as they develop concepts and vocabulary necessary for expression.

How Children Develop Abstract Thinking

It is important that teachers have an adequate understanding of children's developmental and achievement levels. Much of this knowledge can be gained by carefully observing children at work and play as they interact with their environment.

Early in a child's life, major developmental processes take place very rapidly. It is a great achievement for a child to walk, talk, coordinate body movements, and move laterally. As the child matures, these stages of development are reached in a rather uniform order. However, different children will achieve such growth at different rates.

One of the world's foremost "children watchers" is the Swiss psychologist Jean Piaget. In his observation of children, he noticed definite stages of development through which all children pass (though at different rates) as they move toward reasoning abstractly. His work shows clearly how the thinking of a young child differs from that of adults.

Piaget identifies the period in a child's life from age two to age seven as the preoperational stage. During this time children are oriented perceptually. They make decisions on the basis of how something looks and cannot separate reality from appearance. They can generally focus on only one variable and that is usually the one that is most obvious visually.

For example, suppose young children are given a set of wooden cubes, the majority of which are red and the remaining few are blue. Being very sure that they understand that *all* blocks are wooden and that *some* are red and *some* are blue, a teacher could ask, "In this set are there more red blocks or more wooden blocks?" Preschoolers will invariably answer, "There are more red blocks." They are unable to compare the subset of red blocks with the whole set of wooden blocks. Their visual perception is that there are more red blocks than anything else. Even when it is carefully pointed out that all the red blocks are wooden and that there are other (blue) blocks that are also wooden, the same answer will be given.

In addition to the inability to grasp the idea that an object can be a member of several classes simultaneously, preschool children generally cannot independently reverse mental actions or predict the result of an action without actually performing it. They usually cannot see that a relationship does not change even though some feature changes.

For example, if the teacher were to set up a one-to-one correspondence between the teacher's set of blocks and child's set by placing them in obvious pairs (Figure 1), the child could easily correctly answer the question, "Do we have the same number of blocks?" However, if, as the child watches, the teacher disarrange one set moving them closer together or farther apart (Figure 2) and asks the question again, the child will likely answer in the negative. The child will usually assume that the longer row contains the larger number of objects. Only by rearrangement into the obvious one-to-one correspondence will the child be certain that the number is the same.

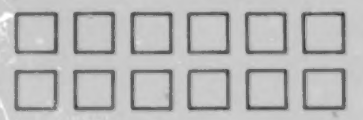


Figure 1

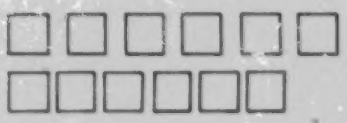


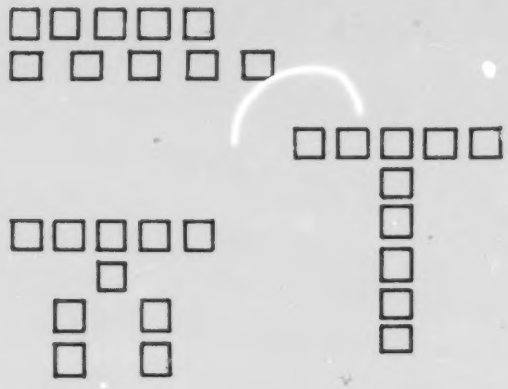
Figure 2

This inability on the part of the young child to conserve a relationship when a physical attribute changes will often lead to a reversal in order (important for the "right to left" orientation of mathematical symbolism), a reversal in shape (inability to distinguish between symbols like and), and a mixup in cause and effect relationships (I am sick today because I stayed home). Insight into the child's ability to think logically, will better enable the teacher to choose appropriate ideas and activities.

In addition to those indicated above, the following activities might be used to help the teacher become more aware of the way in which young children think.

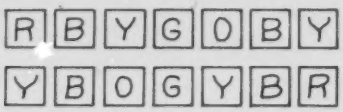
1. Rearrange the second set of objects in

various patterns after demonstrating that the sets are equivalent through the typical one-to-one correspondence arrangement.



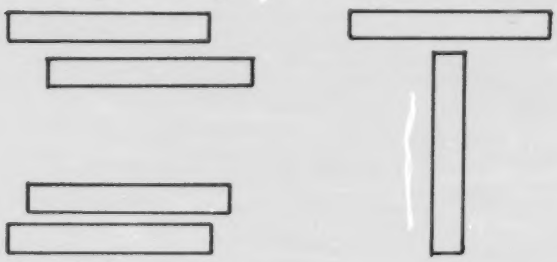
In each case ask the child, "Are there more in the top set, more in the bottom set, or are they the same?" If the response is always that the two sets are the same, the child can conserve numerousness and will not be confused by different arrangements of equivalent sets.

2. Make a string of beads or a row of colored blocks in a pattern. For example, red-blue-yellow-green-orange-blue-yellow. Ask the child to duplicate the string or row. Then ask the child to reverse the pattern next to yours. In other words, when finished it should look like this:



Note the difficulty the child has with this activity, especially if done correctly as far as the center green bead or block.

3. Using two objects of the same length (pencils, straws, etc.), place them next to each other and then in various relationships as indicated below. Ask the child, "Is one pencil longer or are they the same?"



In each of these tasks, remember that it is an attempt to gain information about the child. Do not be upset if the child does not answer as expected. Do not plan to teach the child something that is being done incorrectly. Remember, children react according to their perception. Accept it, and learn from it. For more ideas on such tasks, see *Diagnostic and Learning Activities in Mathematics for Children* by Richard W. Copeland.

From Concrete to Abstract

The work of Piaget and other learning theorists indicate strongly that children of elementary school age base their logic much more on what they do than on what they are told or even what they see others do. The symbolic forms of mathematics with which we express relationships, quantities, and order must be related to real world situations to have any meaning for a young child. The plus (+) sign of addition will have little meaning to a child who has not had the experience of "putting together" two distinct sets of objects and determining how many result. The equal (=) sign we take for granted will be a mystery to the child who has not had experience placing weights on opposite sides of a balance to see what happens—or some such activity which will give concrete meaning to the abstract symbol.

If children do not have such experiences by the time they are asked to work with symbolic forms, they will learn manipulation of symbols in a rote fashion, and only through much difficulty will meaning be attached to these "digital dances." Development of such abstract concepts requires that sensory experiences be related to the symbolic forms.

Planning Effective Learning Experiences

It is quite evident that children should be involved in learning experiences which will help them refine their view of the world and shape their ability to think logically. Teachers can help children create mathematical concepts by bringing them into contact with

mathematical relationships and models, by encouraging interaction with the models, and by indicating terminology and symbolism which relate to real world problem situations.

These experiences can be developed extemporaneously in play or in game activity, or they can be planned as part of a unit or theme around which other activities are built. The child should engage in investigations or problem situations that involve sorting, matching, comparing, numbering, measuring, studying patterns, or displaying data. Thus, a teacher may ask a child to sort out a set of beads which will be used to decorate a circus costume. Or a child may be asked to get enough sheets of paper so everyone in the group may have one.

One of the most important aspects of teaching young children involves communication. The teacher must learn to interact verbally with children. This involves questioning, listening, and giving information.

Teacher's questions help children refine their thinking and develop ability to verbalize their understanding. Questions that force them into these mental and verbal activities may be open or directed and might involve justification of answers or solutions to problems.

Open questions like, "What do you notice about this?" allow children to engage in free, wide-ranging thought. They allow the teacher to get some idea of vocabulary development. They force children to refine their vocabulary and choose words more carefully. Over-used words like "big" or "little" may need to be replaced by more precise terms like "longer," "fatter," "wider," "narrower," etc.

Directed questions ask the child to focus on certain aspects or properties as size, shape, color, etc. If a child is confused by open questions, the teacher may direct attention to a single attribute with a question like, "Which one would come next in the row, this one or that one?"

A teacher should ask the learner to justify statements or actions whether they are correct or incorrect (as viewed by the teacher). Questions like, "Why do you think so?" or "What do you mean?" can help a child discover some inconsistencies in thinking and help to resolve it.

Problem-solving questions ask the child to figure out some way to answer a question or supply a solution. "What could you do to show me you are right?" "How could you find out if that's correct?" Here the child must draw from personal experience to find a way to do something.

Just as important as asking the questions is listening to the response. Too often teachers anticipate a child's response and do not react to what the child actually says. Rather, they react to what they wanted the child to say. Children clarify their thinking through verbal responses. A child's logic will be evidenced by what is said. Be sure to wait long enough to give the child time to respond, and then, listen carefully to the response. It will key the teacher's response as the next logical question.

Communication of information by the teacher should involve primarily telling concept names, not supplying concepts. Children invent mathematical ideas. The teacher supplies the name of that idea.

Scope and Sequence of Topics and Activities

Because of the child's nature and the varied experiences needed to develop the abstract nature of mathematics, the curriculum for preschool mathematics is not as sequential as the elementary grades. Many activities designed as pre-number experiences can be carried over easily to involve numbers for those children who are ready to do so. Similarly, children who have well-developed number concepts may still need experiences involving observation and activity without numbers. The following listing of topics and activities ought not be thought of as a prescription for all children. Rather, it is an outline of a possible sequence which can give the young child a firm foundation for work in primary mathematics.

Classifying, Comparing, Sorting, Ordering

The ability to group and separate objects according to physical attributes is critical to the concept of number. Only when children

can classify objects as to whether or not they belong to a given set can they begin to deal with the cardinal number of that set. Only when children are able to establish an order within a set based upon some attribute of the members of the set can they begin to gain a concept of the ordinality of numbers. Experiences in classifying, comparing, sorting, and ordering are necessary prerequisites to the development of the abstraction of numbers.

Types of activities:

1. Sorting objects by various attributes (color, size, shape, etc.).
2. Deciding if an item belongs to a set.
3. Describing sets.
4. Comparing and ordering by different attributes.
5. Considering membership in more than one set.

Materials: Buttons, nuts, attribute blocks, color cubes, colored rods.

Measurement

Activities which involve the young child in comparing objects lead naturally into measurement. Early experiences should allow the child to isolate the property to be measured and appropriate units to be used in the measuring process. Children must first be able to distinquish the measurable property from other properties. Height (if it is to be measured) must be distinguished in the child's mind from weight or thickness. Weight (if it is to be measured) must be distinguishable from volume or size.

Teachers should not be in a hurry to introduce standard units. The young child needs experiences in comparison with all types of units. The need for selecting a unit by mutual consent will come only after much work with nonstandard units.

Attributes of length, height, weight, and capacity are appropriate measurement topics for preschool children.

Types of activities:

1. Describing location and position.
2. Comparison of measurable attributes (height, length, capacity, weight, etc.).
3. Seriation—placing in order of measurement.
4. Organizing and displaying data.

Materials: Objects of differing lengths, thickness, etc.; pictures located on surfaces; graphs; many different measuring instruments including unmarked containers, balances, wooden rods, and tapes.

Geometry

The major objective of preschool work in geometry is to give the young child experience with shape and space perspectives. Shape experiences should involve classification by shape attributes such as ability to roll, having corners, etc. Such experiences should involve touch as well as sight. As much as possible children should experience two-dimensional shapes in three-dimensional settings, rather than isolated from their natural environment.

Early work with space perception should involve having children reproduce shapes in new setting and exploring such attributes as proximity (near and far), closure (inside and outside), and separation (can you get from here to there without crossing a line).

Terminology is supplied by the teacher as children classify and sort various shapes and identify relationships.

Types of activities:

1. Recognizing and naming shapes.
2. Describing similarities and differences in shapes.
3. Copying figures with varying numbers of segments, angles, etc.
4. Concept of inside and outside.
5. Tracing paths with pencil or finger.
6. Conservation of size and shape when moving objects.
7. Reproducing shapes with yarn, straws, etc.

Materials: Cutout shapes, tangram pieces, flannelboard, geometric shapes for making pictures, geoboards, boxes and cartons, string or yarn.

Patterns

Early work with classifying and ordering leads naturally into the idea of finding patterns in materials with which a child comes into contact. The ability to recognize, continue, and reverse patterns is basic to mathe-

matical thinking. Children should be asked to verbalize their thinking as they extend a pattern. "Why did you put that one next?" Children should be asked to set up their own patterns and describe them. They should be able to find patterns in floor tiles, garage doors, etc. Patterns may involve color, shape, size, or any of the various classification attributes.

Types of activities:

1. Looking for and extending patterns.
2. Duplicating patterns.
3. Symmetry.
4. Identifying missing items in a patterned sequence.

Materials: Tiles, beads, color cubes, attribute blocks, geoboards, pegboards, flannelboard, Cuisenaire rods.

Cardinal Numbers

Identifying how many elements are in a set is a natural outgrowth of the classification process. Children learn rote counting (reciting the number names in order) quite early. The process of rational counting (using one-to-one correspondence to tell how many are in a set) is more difficult. Children can determine if two sets have the same number of elements through a matching process. The idea of equivalence (being able to place two sets in a one-to-one relationship) is basic to the concept of numbers. The natural ordering follows when number names are applied to these sets.

Early work should involve sets of no more than four elements. Children can "see" up to four without counting. Five or more requires a different skill, either counting or some grouping process. A variety of experiences with sets of up to four is very important to this later work.

Types of activities:

1. One-to-One Matching.
2. Rational counting.
3. Identifying one more than—one less than.
4. Conservation of numerousness.
5. Idea of an empty set—zero.

Materials: Any type of grouping materials, dominoes, hangers with snap clothes pins, flannelboard, blocks, toy cars, etc.

Numeration

The work with numbers involves giving children the number names so they can communicate. The number symbols (numerals) are also familiar to many children and they should be encouraged to recognize and use them as they are able. Teachers, however, should not move children too quickly to writing numerals. Recognition of numerals and the ability to match a set with the symbol for the number of that set should precede concentrated effort to write the numerals. Young children need the contact with concrete objects and the number experiences more that the numeration work.

Types of activities:

1. Recognition of numerals from 0 to 10.
2. Grouping elements and naming the number of groups and the number in each group.
3. Regrouping the same number of elements to form more or less groups.

Materials: Pieces which match number to numeral, hangers with clothespins, grouping materials, numeral cards.

Ordinal Numbers

Counting gives the natural order of numbers. Children need to gain familiarity with this order as it applies to number, number name, and numeral. Ordination allows a child to refer to a particular object in a particular set that has been ordered. It gives answer to the question, "Which one?" Such activities should precede any formal work with arithmetic operations.

Types of activities:

1. Comparing two sets to tell which has more and which has less.
2. Locating an object by numbers (i.e., first, second, etc.).
3. Arranging three or more sets by number of elements in each.
4. Positioning materials by an attribute and describing position numerically.
5. Naming the number which is one more or one less than a given set.

Materials: Materials for ordering, counters, blocks.

Problem Solving

Teachers of young children often feel that problem solving (verbal problems) is a topic to be avoided. Children have enough trouble with it at the elementary grade level. Why bother preschool children with word problems. This attitude is unfortunate since a primary goal of any mathematics instruction is to help children quantify and order their environment and the day-to-day situations which occur.

Early problem solving should not involve abstract models (symbolism) but seek to relate events and situations to concrete or pictorial models. Strategies for solving problems should come through manipulation of the models and discovery of cause-and-effect relationships. The major task of the teacher is to set up problems which are derived from the children's environment. The teacher must then observe the behavior of the children as they attempt to solve the problem or relate to the situation.

Suitable problems for early childhood work should involve real objects or models of real objects, be interesting to the child, force the child to be actively involved with materials, have as many different model representations as possible, and be within the capability of the child to effect a solution.

Sample problems:

1. Give the children a set of objects (blocks, beads, etc.) and several containers and ask them to place the objects in the containers so there are the same number in each container.
2. Ask the children how many trips across the room they would have to make if they wanted to move a group of objects but could carry only two (or three) at a time. Have the results come out even sometimes and not at other times to see how the child reacts.
3. Have the children select the heaviest of a set of objects using a balance beam.
4. Ask the children how many different buildings they can build with a given set of blocks. Have them draw each one as they build it (either physically or mentally).

Be sure to notice how children vary in their method of solution. Three-year-olds will use a different approach than 4- or 5-year-olds.

Young children create mathematical concepts in their own mind as they interact with God's creation. In His almighty wisdom, God developed an orderly universe. Mankind is continually discovering the wonder of God's creation. Young children have much to internalize as they explore their environment. Mathematics plays an extremely important role in helping them understand the world in which they will live and play and work.

For Further Reading

Books

Copeland, Richard W. *Diagnostic and Learning Activities in Mathematics for Children.* New York: Macmillan Publishing Company, 1974.
A good source for diagnosing pupil readiness for number activity.

———. *How Children Learn Mathematics: Teaching Implications of Piaget's Research,* 2nd edition. New York: Macmillan Publishing Co., 1974.
In addition to a thorough look at the work of Piaget, the chapters on "First Experiences with Number" and "How A Child Begins to Think About Space" are very valuable.

Forte, Imogene, and Joy MacKenzie. *Creative Math Experiences for the Young Child.* (A Kid's Stuff Book). Nashville, TN: Incentive Publications, Inc., 1973.
The workbook format contains a good variety of valuable experiences, both pre-number and number. A good teacher resource.

Gibb, E. G., and A. M. Castenada. *Teaching Arithmetic Concepts to Pre-primary Children.* Glenview, IL: Scott, Foresman and Company, 1969.
An excellent resource for prekindergarten and kindergarten, even though it is intended as a manual for SF materials.

Lichtenberg, Betty, and Andria Troutman, eds. *Fostering Creativity Through Mathematics.* Florida Council of Teachers of Mathematics, 1974.
142 pages of mathematical delights including articles, games, puzzles, etc. Pages 17—27 are especially beneficial to early childhood. (Available from the National Council of Teachers of Mathematics in a loose leaf form for $3.50.)

Mathematics Learning in Early Childhood. 37th Yearbook. Reston, VA: National Council of Teachers of Mathematics, 1975.
Easily the best source of background and activities for teaching mathematics at the preschool and primary level. A great book.

Throop, Sara. *Mathematics for the Young Child.* Belmont, CA: Fearon Publishers, Inc., 1974.

An interesting and usable book of activities appropriate for young children; includes examples of the types of questions the teacher should ask to draw out the child's experience.

Wahl, John, and Stacey Wahl. *I Can Count the Petals of a Flower.* Reston, VA: National Council of Teachers of Mathematics, 1976.
A collection of beautifully photographed flowers which children will enjoy.

Young, Norman E. *Make Math Alive from 3 to 5. Insure That State from 6 to 8.* River Forest, IL: Monograph of the Department of Early Childhood Education, Lutheran Education Association, 1976.
A short monograph on math activities for children ages 3—8.

Periodical Articles

Liedtke, W., and T. Kleran. "Geoboard Geometry for Preschool Children," *Arithmetic Teacher,* (February 1970), 123.

McIntyre, M. "Books Which Give Mathematical Concepts to Young Children: An Annotated Bibliography," *Young Children,* 24:5 (1969), 287.

McKillip W. "Patterns—A Mathematics Unit for 3- and 4-Year-Olds," *Arithmetic Teacher* (January 1970), 15.

Oberlin, L., and M. Oberlin. "Mathematics for Four-Year-Olds," *Arithmetic Teacher,* (January 1968), 10.

Weinberber, Paula. "Mathematics in the Early Childhood Program," *Teacher,* (March 1976), 98.

Teaching Aids

Scott Resource, Inc., P. O. Box 2121, Fort Collins, CO 80522.
Chip Trading Kit—excellent for ideas of grouping and regrouping.
Number Village—includes manipulatives and sheets for supplementing a regular program, many uses.
Happy Math—for K—3.
Happy Metrics 1—includes materials and activities for measurement in K—3.
Geoboard Activity Cards—for K—3.

Cuisenaire Co. of America, 12 Church Street, New Rochelle, NY 10805.
Cuisenaire Rods—the most versatile math teaching aid available.
Early Childhood Experience Kit—a combination of many good manipulatives for early childhood.

Milton Bradley Company, Springfield, MA.
Development of Number Readiness, Early Childhood Enrichment Series—a good set of manipulatives and demonstration materials.

SEE, Inc., 3 Bridge Street, Newton, MA 02195.
Unifix Cubes and Activity Cards—excellent manipulatives for many uses.
Bead Frame Abacus—10 rows of 10 beads for counting and grouping.
Attribute Games—excellent for preschool, come in large sizes for small children.

Social Studies

By Joanne Eisenberg

Young children, being the egocentric beings they are, need to begin thinking in terms of "otherness" rather than "me-ness." Stepping outside the nuclear family into a school setting helps young children broaden their social environment through guided opportunities to live, work, and play with children of varying backgrounds and experiences. The purpose of social studies as part of the preschool curriculum is to initiate development of intelligent, responsible, self-directing individuals who can function as members of groups (family, community, world).

Basically, the area of social studies is concerned with three categories:

—Understanding (Knowledge and Knowing)

—Attitudes (Values, Appreciations, Ideals, Feelings)

—Skills (Applied learnings)[1]

The objective of the social program is to encompass areas critical for the young child's growth and development. These can be stated as follows:

1. Develop understanding of cooperative group living with an awareness of and appreciation for the rights of others.
2. Broaden the child's social environment through guided opportunities to live, play, work, and meet children of varying backgrounds.
3. Explore the children's present interests in their environment, focusing on the home, school, church, and community.
4. Aid children in understanding their relationship to parents, siblings, school and church personnel, and community helpers.

[1]Sarah Leeper et al., *Good Schools for Young Children* (New York: Macmillan Publishing Co., Inc., 1974), p. 260.

5. Help children stretch their horizons to include new understandings relating to children from different countries and with varying life-styles.

Most preschool curricula narrow the area of social studies to that of the home, school, church, and community—so the young children can deal with the familiar. This is logical as one considers a child's limited experiential background and concept of time. However a changing society has broadened the world of the 3- and 4-year-old. Many children this age have lived in several states and even foreign countries. Multicultural settings in some areas expose young children to various races, ethnic groups, foods, cultures, and life-styles. Via television the young child is made aware of historical events and happenings in other parts of the world and from the past. Because of this exposure, the preschool social studies curriculum can be expanded, depending on the experiential makeup and background of the class.

Social studies curriculum may be divided into units, themes, or any other appropriate name for a course of study. Often these units are preplanned by the teacher at the beginning of the school year. Sometimes they evolve from the children's interest and input. Well-planned units will include a variety of experiences incorporating language arts, dramatization, the natural sciences, math concepts, art, music, games and rhythms, field trips, and classroom visitors.

Listed below is a suggested course of study in social studies for the preschool. This is followed by illustrations of how five such units might be organized by the teacher.

September
1. Self concept
2. Young child and the family
3. Young child and the home
4. Young child and the school/church

October
1. Animal homes
2. Columbus Day
3. Native Americans
4. Halloween/Autumn

November
1. Community helpers
2. Food and nutrition
3. Pilgrims/Thanksgiving

December
1. Christmas around the world
2. Christmas in Bethlehem

January
1. Winter
2. Health and safety
3. Pioneers

February
1. Good manners
2. Lincoln's Birthday
3. Valentine's Day
4. Washington's Birthday

March
1. Pioneers
2. St. Patrick's Day
3. Transportation

April
1. Space
2. Easter
3. Spring

May
1. Different people in our land
2. Different people in other lands
3. Farm/Zoo animals
4. Circus

Self Concept

Motor Skills

1. Play "Simon Says," concentrating on large muscle movement.
2. Use finger puppets made from photos of children's heads pasted on a tongue depressor.
3. Cut out a number of footprints and arrange in patterns for children to follow. Vary the course to go sideways, backwards, over and under obstacles; space the steps close and far apart.

Art

1. Make hand- and footprints in finger paint, playdough, or plaster of paris.
2. Allow children to paint their reflection on a full-length mirror with a mixture of liquid tempera and soap flakes. (Wipes off easily.)

3. Give each child a 4-foot section of a 1" x 2" x 8' furring strip and ¼ sheet of medium sandpaper. At home the child sands (with a minimum of parental help but some involvement) "My Growing Stick." At school the child paints the stick with white gloss latex. The date is then printed on it plus the child's name, height, and weight. Throughout the year the child is weighed and measured for permanent record. Parents are asked to provide the child's birth weight and height and small baby picture as well as a recent photo. These are also posted on the stick. The sticks can be attached on a mural in the hallway outside the classroom to make a picket fence. On the last day of school the Growth Sticks go home for a permanent memento.

Dramatic Play

1. Have a variety of dress up clothes available in different sizes-baby's, children's, men's, and women's.
2. Cut various sizes and shapes from large butcher paper. Each child chooses a paper. When the teacher calls the name of an object, the child tries to fill the paper with his body in the shape of the object. Children exchange paper.
3. Use Halloween makeup or a mixture of cold cream and powdered tempera.

Music

1. Songs
   a. "God Gave to Me a Life to Live." *Young Children Sing.* Philadelphia: Lutheran Church Press, 1967, p. 156.
   b. "Baby Steps and Giant Steps." *The Magic of Music (Kindergarten).* Lexington: Ginn and Co., 1965, p. 126.
   c. "I'm Tall, I'm Small." *Joyfully Sing (Book One).* St. Louis: Concordia Publishing House, 1972, p. 39.
   d. "I Can Do Lots of Things." *The Little Christian's Songbook.* St. Louis: Concordia Publishing House, 1975, p. 14.
   e. "If You're Happy and You Know It." *This Is Music (Book Two).* Boston: Allyn-Bacon, 1961, p. 8.
   f. "I Can." *Music Resource Book.* Philadelphia: Lutheran Church Press, p. 68.
   g. "I've Got a Name." *Learning Activities for Young Children.* Kansas City: Swartz Printing Co., Inc.
   h. "Who Are You?" *The American Singer.* New York: American Book Co., 1955, p. 25.
2. Recordings
   a. "Getting to Know Myself." Hap Palmer. New York: Educational Activities Inc.
   b. "Dandelion." Don Freeman. New York: Viking Press.
   c. "There's Nobody Just Like Me." Ultra Sound Records, 1728 Roberta Lane, Merrick, NY 11566.
   d. "You Are Special." Mister Rogers. New York: Pickwick International Inc.

Books

1. Berends, Polly B. *Who's That in the Mirror?* New York: Random House, 1965.
2. Brown, Marc. *Arthur's Nose.* Boston: Little, Brown and Co., 1976.
3. Kafka, Sherry. *Big Enough.* New York: Putnam's, 1970.
4. Kellogg, Steven. *Much Bigger than Morten.* New York: Dial Press, 1976.
5. Kraus, Robert. *Leo the Late Bloomer.* New York: Windmill Books, 1971.
   New York: Dial Press, 1976.
7. Viorst, Judith. *Alexander and The Terrible, Horrible, No Good, Very Bad Day.* New York: Antheneum Publishers, 1972.
8. Waber, Bernard. *But Names Will Never Hurt Me.* Boston: Houghton Mifflin Co., 1976.
9. ———. *Ira Sleeps Over.* Boston: Houghton Mifflin Co., 1975.

Math/Science

1. Body hopscotch: Draw around child. Number head, feet, legs, etc. Play hopscotch accordingly.
2. Discuss body parts. How many of each: eyes, legs, head, fingers, toes, etc.
3. Use a magnifying glass to explore skin, fingers, hair.

Additional Aids/Ideas

1. Feature a "Child of the Week." Place a child's picture and facts about the child on your classroom door. Parents and other children in the school can get acquainted, too.
2. Take Polaroid pictures of children. Post on bulletin board or around a mirror.
3. Tape record children's voices or a conversation. Play it back and have the children guess who is speaking.
4. Make a happy/sad necklace out of a cardboard circle and yarn. Children wear the happy or sad side, indicating how they feel.
5. Enlarge a picture of child to mount on cardboard. Cut into puzzle.
6. Make a cardboard box TV. Children take turns being the actor or actress. Often information and feelings are expressed that the child has been afraid to reveal otherwise.

Young Child and Family

Motor Skills

1. Change "Did you ever see a lassie" to "mommy," "daddy," "baby," "brother," "sister." Imitate movement.
2. String beads, macaroni, buttons, etc., to represent number in child's family. Compare strings and family sizes.

Art

1. Make a cradle out of a salt or oatmeal carton. Stuff a small bag for a paper doll baby.
2. Make family members from toilet paper roll, paper cup head, yarn hair, and pipe cleaner limbs. Supply birth certificates for the person telling birth date, weight, height, birthplace, and parents.

Dramatic Play

1. Provide baby-size dolls with real baby clothes. Allow children to wash, diaper, dress, feed, and care for dolls.
2. Provide props that encourage rollplaying of various occupations and interchanging male and female roles.
3. Play tea party. For a special treat, provide juice or milk and finger foods for the children to serve.
4. Have children dramatize how they would feel if they were a mother or father and various things happened, i.e., their child was being naughty.

Music

1. Songs
   a. "Fun With Daddy." *Sing A Song of Holidays and Seasons, Home, Neighborhood and Community.* Englewood Cliffs, NJ: Prentice-Hall Inc., 1960, p. 14.
   b. "How Many People Live at Your House." *Singing Fun.* New York: McGraw-Hill Book Co., 1954, p. 49.
   c. "The Family." *Music for Young Americans.* Cincinnati: American Book Co., 1966.
   d. "Rock a Bye Baby."
   e. To the tune of "The Farmer in the Dell":
   —Daddy builds the house
   —Mother sweeps the floor
   —Brother shakes the rug
   —Sister makes the bed
   —Baby claps his hands
   —Family sings tra-la
2. Recordings
   "He's Got the Whole World in His Hands." Hap Palmer. *Simplified Folk Songs.* New York: Educational Activities Inc.

Books

1. Alexander, Martha. *Nobody Asked Me if I Wanted a Baby Sister.* New York: Dial Press, 1971.
2. Barkin, Carol. *Doing Things Together.* Milwaukee: Raintree Publishers, 1975.
3. Bejars, Betsy. *Go and Hush the Baby.* New York: Viking Press, 1971.
4. Buckley, Helen. *Grandmother and I.* New York: Lothrop, Lee a Shepard Co., 1969.
5. Caines, Jeannette. *Abby.* New York: Harper & Row Publishers, Inc., 1973.

6. Carton, Lonnie. *Daddies.* New York: Random House, 1963.
7. Duncan, Lois. *The Littlest One in the Family.* New York: Dodd, Mead & Co., 1960.
8. Flack, Marjorie. *Ask Mr. Bear.* Riverside, NY: Macmillan Publishing Co., Inc., 1971.
9. Keats, Ezra. *Peter's Chair.* New York: Harper & Row Publishers Inc., 1967.
10. Lasker, Joe. *Mothers Can Do Anything.* Chicago: Albert Whitman, 1972.
11. Manushkin, Fran. *Baby.* New York: Harper & Row Publishers, Inc., 1972.
12. Puner, Helen. *Daddies (or Mommies) What They Do All Day.* New York: Lothrop Lee and Shepard Co., 1969.

Math/Science

1. Make sets of picture cards with family members, baby items, furniture. Children match cards.
2. Discuss types of foods humans eat at various ages—milk, strained and chopped baby foods, whole foods. Which family members eat what and why?

Additional ideas

1. Visit a department store. Discuss what items members of the family might purchase in various departments.
2. Invite family member to visit classroom:
   —a mother and new baby,
   —grandpas and grandmas,
   —fathers and mothers to discuss their various occupations.

Young Child and Home

Motor Skills

1. Make a large house of blocks, packing boxes, a sheet over jungle gym, etc. Use tricycles and wagons for cars.
2. "Paint" the outside of the school using large paint brushes and cans of water.

Art

1. Have children make various food from colored salt-playdough. When hardened, use for food in housekeeping center.
2. Make houses out of paper bags, popsicle sticks, styrofoam, milk cartons, boxes, or wallpaper. Set up display with roads, cars, trees, etc., on a table or staple onto bulletin boards.

Dramatic Play

1. Act out favorite stories such as "The Three Little Pigs" or "The Three Bears."
2. Feature a doll house with miniature furniture and people.

Music

1. Songs
   "Let's Build a House." *Sing A Song of Holidays, Home, Neighborhood and Community.* Englewood Cliffs, NJ: Prentice-Hall Inc., 1960.
2. Recordings
   "My Street Begins at My House." Ella Jenkins. New York: Folkways.

Books

1. Burton, Virginia Lee. *Little House.* Boston: Houghton Mifflin Co., 1950.
2. Duvoisin, Roger. *The House of Four Seasons.* New York: Lothrop, Lee and Shepard Co., 1956.
3. Green, Mary. *Everybody Has a House.* New York: Franklin Watts, Inc., 1969.
4. Keeping, Charles. *Joseph's Yard.* New York: Franklin Watts, Inc., 1969.
5. Raskin, Ellen. *Nothing Ever Happens on My Block.* New York: Atheneum Publishers, 1966.

Math/Science

1. Make a community map using circles, squares, triangles, rectangles, for houses, trees, etc.
2. Discuss where we find numbers in the home: address on house, telephone, clock, thermostat, calendar, etc.

Additional ideas

1. Go on a field trip and visit the children's

homes. Stop at the teacher's home for snack.
2. Wet the sand in the sandbox. Use different size and shape containers and build a molded sand city.

The Young Child: School and Church

Monday

Mix one egg with ½ spice cake mix and form a big gingerbread man on a greased cookie sheet.

While the gingerbread man bakes, ask the kitchen personnel to explain the hot lunch program to the children. If no hot lunch program is prepared, the teacher can explain the use of the kitchen in connection with activities in the preschool.

Leave the gingerbread man in the kitchen to cool until Tuesday.

Tuesday

When the children go to the kitchen to eat their gingerbread man, they discover he has run away. He has left a note telling them to go to the pastor's office. The pastor greets the children and his secretary explains her work to the children. She explains the machines she uses, gives them a church bulletin, and shows them their baptismal records. In this file is a note from the gingerbread man informing the children he will be in church on Wednesday.

Wednesday

After chapel have the pastor explain the church furniture and symbolism. A member of the altar guild might explain some of the paraments to the children. In the pastor's pulpit is a note from the gingerbread man telling the pastor he enjoyed seeing the children in God's house and tomorrow he is going to visit the school office, janitor, or whatever.

Thursday

The school secretary can show the children the school records and explain some of her duties. The janitor can explain his duties, the furnace, cleaning equipment, etc. In his cleaning pail is a note from the gingerbread man saying he liked the church so much he is going back for a second visit.

Friday

Contact the church organist. Have the organist playing as the children enter the church. Have the organist explain how the organ is played and demonstrate various techniques. Play a song the children can sing with the organ. A note from the gingerbread man falls out of a book. It tells the children they have a surprise visitor in their room. When the children return to their classroom, they find the gingerbread man. They quickly eat him so he doesn't get away again.

Be sure to contact the various school and church personnel to help you accomplish the gingerbread man adventure. Ask them to prepare a brief presentation about their job. This is an informal but formative way to introduce the staff to the children.

Books

1. Barken, Carol. *Sometimes I Hate School.* Milwaukee: Raintree Publishers Inc., 1975.
2. Brandenberg, Franz. *No School Today.* Riverside, NY: Macmillan Publishing Co., 1975.
3. Breinburg, Petronella. *Shawn Goes to School.* New York: Thomas Crowell Co., 1974.
4. Fulton, Mary J. *My Friend.* Racine, WI: Western Publishers, 1973.
5. Rockwell, Harlow. *My Nursery School.* New York: William Morrow and Co., 1976.

Native Americans

Monday

Make a paper suitcase, give out tickets, and have children board the train (chairs in rows) for a visit to the Pueblo Indians in Arizona. Push a "pretend" button that takes us back in time to when the first trains crossed Indian country.

When the train pulls into the station, an Indian family meets us. The family's Indian names are Lone Eagle (father), Brown Eyes (mother), Swift Foot (brother), Fleeting Foot (sister), and Little Ears (papoose).

Narrate a story about our Indian friends of long ago. Where possible allow the children to dramatize and be an active part of the story. The following information outlines may be helpful:

I. Children ride in an old flour wagon to Indian home
II. Indian countryside
    A. Terrain
    B. Plants
    C. Animals
III. Exterior of home
    A. Describe brick-making process
    B. Describe apartment-style effect
IV. Interior of home
V. Indian dress
    A. Meaning of headdress
    B. How headdresses are made

Tuesday

I. Breakfast with Indian family
    A. Preparation (cooking in outdoor oven)
    B. Indian foods
II. Occupations
    A. Males: Mostly farmers and hunters (raise crops, tend animals)
    B. Females: Housework (grind corn, weave, wash clothes, fetch water, care for children)
III. Indian schooling
    A. Revolved around planting/harvesting
    B. Oldest members of tribe educated younger ones
IV. Lunch
V. Rest
VI. Journey to visit Indian teepee of Lone Eagle's father. Discuss figures painted on the teepee as representing language and used for storytelling

Wednesday

I. Horseback ride to site of Kachina Day Celebration
II. Arrive at celebration site
III. Kachina Celebration dancers and dances
    A. Costumes
    B. Meaning of dances
IV. Return to Pueblo home

Thursday

I. Weaving
II. Pottery making
III. Jewelry making

Friday

Talk about the contributions of the American Indians to our country and society. Celebrate a pow wow on the last day's visit.

Discuss with the children the Indian of yesterday and today. Children should be told that a person is born an Indian; it is not a chosen profession like a doctor or teacher.

Explain to the children how settlers in pioneer times took over Indian territory and why the Indians were angry with them. Help children work through misunderstandings and stereotypes they may have about Indians.

Compare the Indian of yesterday and today. Areas to compare include such things as dress, transportation, occupations, names male-female roles, housing, food, schooling, etc.

Talk about Indian people in today's society. Stress love and friendship as a child of God regardless of race, color, religious background.

Indian Resource Ideas

1. Collect feathers. Make headband by taping feathers on a band of construction paper. Or cut construction paper feathers out of appropriate-sized rectangles.
2. Make a vegetable dye by boiling onion skins in water. Allow to cool. Tie die cloth for headbands or armbands.
3. Make mosaics from popcorn, seeds, and dried beans.
4. String colored macaroni or playdough beads for necklaces. Playdough recipe:

2 cups flour	1 cup water
1 cup salt	1 teaspoon cooking oil

Roll into small balls and put a toothpick through the center to make a hole for stringing. Allow to dry several days. Paint or add food coloring while mixing dough.

5. Make shrink art Indian necklace. Decorate a plastic meat tray with permanent marking pens. Make hole with a paper punch. Bake in 350-400 oven on a piece of foil. Remove from oven and flatten with a book. String on yarn or chain.
6. Mix dry tempera with sand and put in saltshakers. Paint a picture with a glue/water mixture on a piece of cardboard. Shake on sand. Remove excess.
7. Make coiled or pinch pots out of homemade clay:

   1 cup flour
   1 cup salt

   Add enough water to make a thick dough. Mold, dry, and paint.
8. Make totem poles out of egg carton, wooden sewing spools, various shaped boxes, or construction paper faces.
9. Ask fathers or boy scouts to build a 6-foot teepee out of sheets and poles. Children can decorate the teepee with Indian symbols. Check with an Indian Guide leader or your local librarian for a book on Indian sign language.
10. Make an Indian cradle for the doll corner out of heavy cardboard or fiberboard. Bind doll to board with ribbon or heavy yarn.
11. Listen to records of Indian chants or drumbeats. Practice toe-heel rhythmn to Indian music.
12. Organize a bear hunt. Tape bear footprints to floor in various patterns. Exercise large motor skills.
13. Use sign language for gaining attention or sharing secret messages. Obtain books on sign language from local library or Indian Guide Association.
14. Make masks out of paper plates or wallpaper for the Kachina dances.
15. Draw an Indian boy. Children follow the teacher's verbal directions as the teacher draws the Indian on the chalkboard.

Follow directions given by me,
And soon an Indian boy you will see.

First, in making your red-skin brother,
Draw one square on top of another.

Next make a circle round and fine;
Be sure your circle is round like mine.

Draw a line to cut the bottom square in two;
Triangles make two arms for you.

An Indian head-band next we'll place.
Eyes, nose and mouth, he has a face.

Half circles give him a place to stand;
Small triangles make each hand.

Now, two more triangles on the top square.
Look! An Inian boy is standing there!

—Adapted[2]

16. Make drums out of oatmeal boxes or coffee cans with plastic lids. Paint or cover with construction paper. Add Indian designs. Children sit crosslegged in circle with drums between legs. Child in middle taps out a simple rhythm. Children in circle respond with same.
17. Indian rattles can be made out of empty cardboard juice cans. Push tongue depressor through sides. Fill with dried beans. Decorate.
18. Feather Grab Game: Children dance around feather stuck into clay ball. Someone beats drum. When drum stops, teacher calls name of child closest to the feather who stoops down and tries to pluck it out with hands behind back. Use new feather for each child.

[2]Ida Rose Feingold, *Learning Activities for Young Children* (Kansas City: Swartz Printing Co., Inc.), p. 39.

For Further Reading

Books

1. Albaum, Charlet. *Ojo De Dias: Eye of God.* New York: Grossett & Dunlap, 1972.
2. Baker, Betty. *Little Runner of the Longhouse.* New York: Harper & Row Publishers, Inc., 1962.
3. Baldwin, Gordon C. *Games of the American Indian.* New York: W. W. Norton & Co., Inc., 1969.
4. Berke, Ernest. *The North American Indians.* New York: Doubleday & Co., Inc., 1963.
5. Clark, Ann Nolan. *The Little Indian Basket Maker.* Chicago: Melmont Publishers, Inc., 1957.
6. Floethe, Louise Lee. *The Indian and His Pueblo.* New York: Charles Scribner's Sons, 1960.
7. Friskey, Margaret. *Indian Two Feet and His Eagle Feather.* Chicago: Children's Press Inc., 1967.
8. Hoff, Syd. *Little Chief.* New York: Harper & Row, Publishers, Inc.,1961.
9. Parish, Peggy. *Little Indian.* New York: Simon and Schuster, 1968.
10. Tomkins, William. *Indian Sign Language.* New York: Dover Publishers, 1969.

Songs

1. "Indian Warrior." *Birchard Music Series (2).* Evanston: Summy-Birchard Publishing Co., 1962. p. 12.
2. "Hunting Song." *Birchard Music Series (3).* Evanston: Summy-Birchard Publishing Co., 1962, p. 99
3. "Come Play Indians." *More Singing Fun.* New York: Webster Division, McGraw-Hill Book Co., 1961, p. 25.
4. "Pueblo Prayer." *Sing A Song of Holidays and Seasons, Home, Neighborhood and Community.* Englewood Cliffs, NJ: Prentice-Hall, Inc., 1960, p. 41.

Records

1. "Little Indian Drum." New York: Young People Records.
2. "Shee Nasha." *Little Johnny Brown.* Ella Jenkins. Englewood Cliffs, NJ: Scholastic Records.
3. *Sounds of Indian America: Plains and Southwest.* Taos, NM: Indian House.

Music

By Priscilla Henkelmann and David Christian

Music is an integral part of our environment; it permeates almost every area of life. It provides enjoyment, reinforces emotions and feelings, helps learning and remembering, and broadens and enhances experience. Music is, in fact, another language, an auxiliary way to express ourselves. Like any language, its skills and intricacies need to be taught.

At the preschool level, children should have the opportunity to explore the many possibilities of music. They should experiment with the range and timbre of voices, as well as the musical possibilities of other rhythmic and melodic instruments. Giving young children the opportunity to respond physically and emotionally to music and to make evaluative responses helps them develop a sense of musical appreciation. They should also deal with some of the fundamental skills of music as they begin to develop and control the range of their voices and as they begin to recognize and perform such musical concepts as high and low, fast and slow, even and uneven, and melodic and direction.

All of this need not be done in a tightly disciplined "music period." Music should be used to bring fun and enjoyment to the child's learning experiences and to reinforce and enrich areas of learning. For this reason, and considering the short attention span of the young child, this music curriculum is designed to be integrated into the overall learning experiences of each day. Categories are suggested that seem to be most common to the preschool experience. The songs and musical experiences within each category are sequential so the varying musical competencies may be developed.

Objectives for Preschool Music

1. That the child may have enjoyable, rewarding, and memorable experiences in music.
2. That the child may develop social interaction and enjoyment in groups.
3. That the child may respond creatively to musical stimuli to enhance self-concept and increase self-confidence.

4. That the child may develop body awareness and coordination.
5. That the child may explore the possibilities of sound that can be made with the voice and other parts of the body.
6. That the child may respond to rhythmic and auditory sensations through the playing of simple rhythmic and melodic instruments.
7. That the child may begin to appreciate music as a very real and legitimate means of communication.
8. That the child may begin to develop the elementary skills of music, such as the ability to differentiate between high and low pitches, fast and slow tempos, even and uneven rhythms, and melodic directions.
9. That the child may begin to develop a repertoire of songs and musical games for personal enjoyment.
10. That the child may enrich and reinforce learning in other curricular areas, such as Christian learning and worship, vocabulary development, and social studies.

The following categories contain a basic resource for action songs, musical games, creative movements, playing instruments, and rhythmic activities to accomplish these objectives. The list of musical activities is by no means exhaustive and teachers will be able to supplement it.

A small library of music books is a valuable asset to the preschool teacher. A useful collection could include any or all the following books. The majority of songs and activities suggested can be found in the following books (abbreviations are used in the guide to refer to the source):

Mission:Life: *Prekindergarten Teachers Guide* (PK^2) (The number indicates quarter)
The Little Christian's Songbook (LCSB)
Music Resource Book (MRB)
Little Children Sing to God (LCSTG)
Exploring Music I (EMI)
Discovering Music Together—Early Childhood (DMT)
Teacher's Handbook of Children's Games (THOCG)
Singing Fun (SF)
Sing a Song of Holidays and Seasons (SSOHS)
Sally Go Round the Sun (SGRTS)
Eye Winker, Tom Tinker, Chin Chopper (EWTTCC)

Getting-Acquainted Songs and Activities

1. "Here We Are Together" (MRB p. 10). (A song for learning names of friends in school.)
2. "Do You Know This Friend of Mine?" (MRB p. 9).
3. "Johnny's Happy, Clap, Clap, Clap" (Tune: "Here We Go Round the Mulberry Bush"). Choose one child to be in the center, substituting his or her name for "Johnny." Do actions designated in song.
   Johnny's happy, clap, clap, clap
   Johnny's happy tap, tap, tap
   Johnny's happy, turn around
   Johnny's happy—we all fall down.
4. "Hickety Tickety Bumblebee."

"Hickety tickety bumblebee, Will you sing your name to me, Susan?" "Susan."
(Class repeats name)

5. "I See a Girl" (DMT p. 19).
6. "Lollipop Game" (Tune: "London Bridge").
   Come and get a red lollipop, red lollipop, red lollipop

Come and get a red lollipop, my friend _____.

_____ *has a red lollipop, red lollipop, red lollipop*

_____ *has a red lollipop. Boy, it tastes good!*

The child named comes up and chooses correct colored lollipop named. Lollipops are made by gluing two circles of the same color to a popsicle stick or to a tongue depressor.

7. "Won't You Come and Sit with Me?" (MRB p. 12).
8. "What Is Your Name" (Hap Palmer Recording, *Learning Basic Skills Through Music, Vol. 1).*
9. "Brother, Come and Dance with Me" (PK[1] p. 111).

Self-Awareness

1. "Heads 'n Shoulders" (Tune: "London Bridge," SGRTS p. 46, THOCG p. 194).
   Heads 'n shoulders, knees and toes,
   knees and toes, knees and toes
   Heads 'n shoulders, knees and toes,
   clap your hands and turn around.
2. "God Made Me" (LCSB p. 12).
3. "Looby Loo" (MRB p. 83, EMI p. 123).
4. "Hokey Pokey" (THOCG p. 178).
5. "Sammy" (Hap Palmer Record *Getting to Know Myself,* Ed. Activities, Inc.).
6. "Punchinello" (SGRTS p. 14, THOCG p. 83).
7. "Did You Ever See a Lassie?" (SGRTS p. 21, MRB p. 86).
8. "God Gave Me Eyes" (MRB p. 66).
9. "Where Is Thumbkin?" (EWTTCC p. 123).
10. "Growing Up" (MRB p. 64).
11. "Stretching Song" (EMI p. 6).
12. "Sometimes I'm Very, Very Small" (MRB p. 52).
13. "Come On and Join in the Game" (EWTTCC p. 19).
14. "If You Feel Happy" (LCSB p. 45).
15. "Sometimes" (LCSB p. 12).
16. "Mister Clown" (MRB p. 50).
17. "I Can Do Lots of Things" (LCSB p. 14).
18. Game: Find the Clock or Timer.
    Hide a ticking device somewhere in the room. Children use their ears to find it.
19. Guess the Voice.
    Tape record the childrens' voices—play back and guess whose voice they hear.
20. "I Can Do Lots of Things" (LCSB p. 14).
21. "God Made Me" (Little Ones Sing).
22. Tinkerbell Game.
    Children stand in a circle with hands behind backs. One child leaves the room while teacher gives bell to one to ring behind his back. Child returns and guesses who has the bell by using his sense of hearing.
23. "When I Was One Year Old" (MRB p. 64).
24. "I Can Stamp" (LCSB p. 13).

My Family

1. "Children Bands" (PK[1] p. 113).
2. "Thank You, God" (Tune: "Are You Sleeping?").
   Thank You, God, thank You, God
   For our moms, for our moms
   And for other nice things,
   and for other nice things
   Thank You, God. Thank You, God.
   This song can be used anytime by substituting words such as food, sun, birds, flowers, apples, friends, rain, etc., in place of "our moms."
3. "Thank You, Loving Father" (LCSB p. 23).
4. "In My Family" (LCSB p. 42).
5. "How Many People Live at Your House?" (SF p. 49).

Seasons

A. Autumn
   1. "Thank You God—for the fall" (see No. 2 above).
   2. "Red, Yellow, Brown" (LCSB p. 21, PK[1] p. 116).
   3. "It's a Pretty Day" (MRB p. 71).
   4. "Autumn" (DMT p. 157).

B. Winter
   1. "See God's Little Snowflakes" (PK[2] p. 122).
   2. "Winter is Here" (DMT p. 161).

3. "We Like Snow" (Tune: "Three Blind Mice").

We like snow, we like snow
We wear warm clothes and out we go.
It covers the houses and fills the trees
It's fun for sleds and it's fund for skis.
We'll play outside till our noses freeze
Cause we like snow, we like snow.

4. "The Silly Snowman" (Sung to major scale).

I have a little snowman (do)
He is so fat and round (re)
I made him from a snowball (mi)
I rolled upon the ground. (fa)
I gave him eyes, a nose, a mouth (sol)
A nice, warm scarf of red (la)
I put some buttons on his coat (ti)
A hat upon his head (do)
Watch him as he melts to the ground.
(do) (ti) (la) (sol) (fa) (mi) (re) (do)

C. Spring

1. "Oh, Who Can Make a Flower?" (LCSB p. 17).
2. "Thank You, Jesus" (LCSTG p. 24).
3. "There's Something in My Garden" (*Happy Times* 5/76).
4. "Pussy Willow" (SF p. 32).
5. "Little Blue Flower" (LCSB p. 18).
6. "It's Raining" (EMI p. 146).
7. "Raining Again Today" (DMT p. 27).
8. "The Farmer Sows His Seeds" (Tune: "Farmer in the Dell"). Form circle. Teacher chooses farmer, sun, wind, and rain.

The farmer in the dell, etc. (Circle moves around farmer),
The farmer sows his seeds, etc. (Farmer taps each, all squat),
The sun shines on the ground, etc. (Sun puts hands over each),
The wind begins to blow (Wind sweeps over seeds blowing),
The rain comes falling down (Rain flutters fingers over each),
The seeds begin to grow (Seeds slowly rise till arms are high),
We'll all be happy now. (Take hands, all dance around circle).

D. Summer

1. "Summertime Is Here Now" (LCSB p. 20, PK[3] p. 119).

Holidays

A. Halloween

1. "Halloween" (MRB p. 74).
2. "Pumpkins Growing on a Vine" (MRB p. 73).
3. Game: The Goblin in the Dark (Tune: "Farmer in the Dell").

The goblin in the dark, the goblin in the dark
Hi Ho on Halloween, the goblin in the dark,
The goblin calls a witch, etc.,
The witch calls a bat,
The bat calls a ghost,
The ghost says Boooo,
They all scream and screech, etc.

Play game similar to "Farmer in the Dell", ending by all clapping.

4. "Three Little Pumpkins" (SF p. 6).
5. "It's Halloween Tonight" (DMT p. 155).

B. Thanksgiving

1. "Praise Him" (LCSB p. 22, PK[1] p. 110).
2. "Thank You, Loving Father" (LCSB p. 23, PK[3] p. 118).
3. The Pumpkin Ran Away (Tune: "Farmer in the Dell").

The pumpkin ran away before Thanksgiving Day (Roll fists around fast).
Said he, they'll make a pie of me, if I should stay,
The cranberry ran away—sauce,
The turkey ran away—roast . . .

Children enjoy making up verses of their own.

4. "Three Turkeys" (SF p. 17).
5. "Indians in a Teepee" (SF p. 11).
6. "Thanksgiving's Here" (DMT p. 160).

C. Christmas

1. "In a Little Stable" (LCSTG p. 61).
2. "Away In a Manger" (LCSB p. 30, PK[2] p. 118).
3. "Christmas News" (LCSB p. 34).
4. "Little Children, Can You Tell?" (LCSB p. 34).
5. "The Friendly Beasts" (LCSB p. 32, PK[4] p. 118).
6. "Mary Had a Baby" (DMT p. 164).
7. "Go Tell It On the Mountain" (DMT p. 169, PK[2] p. 119).
8. "I Will Play" (MRB p. 26). Children play rhythm instruments.

9. "We Wish You a Merry Christmas" (DMT p. 170).
10. "God Loves Me Dearly" (LCSB p. 9).

D. Valentine's Day
1. "Valentine Song" (*Happy Times* 2/1970).
2. "Love Somebody" (DMT p. 173).
3. Wave red and white crepe paper strips to music.
4. Game: Come and Get the Red Valentine. (Variation of Come and Get the Red Lollipop in Getting-Acquainted Unit.)

E. Patriotic
"Three Cheers for the Red, White and Blue" (DMT p. 179).

F. St. Patrick's Day
Mister Elf (Variation of "Mister Clown", MRB p. 50).
Mister Elf dressed in green,
You're the funniest man I've seen.
Quick! Do a trick.
In circle, child in center is elf. He does a trick and rest mimic action.

G. Lent and Easter
1. "O Happy Easter Morning" (*Child's Garden of Song*, p. 60).
2. "Joy, Joy, Joy" (PK² Teachers Manual).
3. "Easter Joy" (LCSB p. 41, PK³ p. 119).
4. "Christ the Lord Is Risen Today" (LCSB p. 41, PK³ p. 118).
5. "There Is a Green Hill Far Away" (LCSB p. 39, PK³ p. 118).
6. "Hosanna, Hosanna" (LCSB p. 38).

Community Helpers

1. "Our Helpers" (SSOHS p. 15). Uses rhythm sticks.
2. "Wheels on the Bus" (MRB p. 50).
3. "I Am Jesus' Helper" (LCSB p. 47, PK³ p. 120).
4. "If You Were a Farmer" (SF p. 39).
5. "God's Helpers Everywhere" (LCSB p. 46).
6. Game: The Postman (Tune: "Mulberry Bush").
The postman whistles, the postman sings,
From house to house the mail he brings.
The postman whistles, the postman sings:
How do you do? A letter for you!
Postman with mailbag skips around circle, drops letter behind one friend, who picks it up and chases mailman, trying to catch him.

Animals and Bugs

1. "Six Little Ducks" (MRB p. 62).
2. "Bingo" (SGRTS p. 91).
3. "There's Something in My Garden" (*Happy Times* 5/76).
4. "My Kitty" (MRB p. 15).
5. "My Puppy" (DMT p. 76).
6. "The Bear Went over the Mountain" (DMT p. 144).
7. "Animal Sounds" (PK¹ p. 116).
8. "Eency, Weency Spider" (EWTTCC p. 22, SF p. 73, EMI p. 7).
9. "Little Arabella Miller" (EWTTCC).
10. "Ants Come Marching One by One" (SGRTS).

Rhythm Songs and Activities

1. "Johnny One Hammer" (DMT p. 26, EMI p. 101, THOCG p. 193).
2. "My Aunt Came Back" (THOCG p. 190)
Tune: "How Dry I Am"
Class echoes the leader throughout:
My aunt came back (Echo) From old Algiers (Echo)
And brought me back (Echo) A pair of shears (Echo and make cutting motion),
. . . from Holland too . . . a wooden shoe (add tapping of one foot),
. . . from old Japan . . . a paper fan (add waving of other hand),
. . . from the county fair . . . a rocking chair (add rocking of upper body),
. . . from old Belguim . . . some bubble gum (purse lips and chew),
. . . from old Chile . . . an itchy flea (wiggle whole body),
. . . from the city zoo . . . some sillies like you!
3. Ice Cream Soda (clapping chant in rhythm).
Ice cream soda with a cherry on top
Tell me the initials of your soda pop
ABCDEFG HIJKLMNOP QRS TUV WX and Y and Z.
Cool it daddy, cool it daddy
Cool, daddy cool.

4. "Don't Say Ain't" (THOCG p. 172). Clapping Rhythm.
   Don't say ain't; your mother will faint
   Your father will fall in a bucket of paint.
   Your sister will cry, your brother will sigh
   The cat and the dog will say "Good-bye!"
   Try clapping, tapping of foot, alternating clap and snap of fingers.
5. "This Old Man" (THOCG p. 170, MRB p. 59).
6. "Teddy Bear" (THOCG p. 171).
7. "Punchinello" (THOCG p. 83, SGRTS p. 14).
8. "Little Cabin in the Woods" (THOCG p. 192, EMI p. 23).
9. "Five Little Monkeys" (THOCG p. 69).
   Five little monkeys (Hold up five fingers)
   Jumping on the bed (Bounce fingertips of one hand into palm of other hand),
   One fell off (Hold up one finger)
   And bumped his head (Place hands on head).
   Called up the doctor (One hand holds telephone to ear, other dials),
   And the doctor said,
   No more monkeys (Shake forefinger) jumping on the bed.
   Continue with four, three, etc. to last little monkey. With each verse, doctor's voice could become softer and softer.
10. "Pop Goes the Weasel" (THOCG p. 110). Children stoop in circle, fingertips resting lightly on floor; all sing and jump up when teacher says "pop." Vary waiting time.
11. "Ten Little Indians" (THOCG p. 122).
12. "Walking Notes" (Hap Palmer Record *The Feel of Music).*
13. "See the Puppets" (MRB p. 45).
14. "Roll Over" (SGRTS p. 132).

Other Religious Songs

1. "Father, Hear Your Little Children" (LCSB p. 50, PK[1] p. 110).
2. "My Friend, Jesus" (LCSB p. 26, PK[1] p. 114).
3. "Jesus Is My Special Friend" (LCSB p. 25).
4. "I'm as Happy as Can Be" (LCSTG p. 17).
5. "Jesus Loves the Little Ones Like Me, Me, Me." (VBS for beginners, Standard Pub.)
6. "Jesus Loves Me, This I Know" (LCSB p. 26, LCSTG p. 16).
7. "Jump! Shout!" (LCSB p. 37).
8. "Jesus Loves the Little Children" (LCSB p. 28, LCSTG p. 75).
9. "Zacchaeus" (*Happy Times* 2/70).
10. "Good-bye" (LCSB p. 62).
11. "And God Said" (LCSTG).
12. "Until Another Happy Day" (LCSTG p. 88).

Other Suggestions

1. Walk, run, hop to drumbeat, slowing down or speeding up as beat determines.
2. Roll ball to music.
3. Using xylophone, give instructions as to which notes mean sit, stand, jump up, etc.
4. Stop 'n Go—Determine motion and stop when music or drumbeat stops.
5. Instant Replay—Using three speeds on record player and an old record, change tempo. Children respond to the three tempo changes in their actions.
6. Name That Tune—Play a few beginning notes of a song on piano or xylophone. Children guess the tune.
7. Ask children to make up their own songs or let them give creative suggestions to add to or change a song already known.
8. Tap out a rhythm on a table or drum or with rhythm sticks. Children imitate the same rhythm.
9. Make shakers by decorating two paper cups taped together with masking tape with a few pebbles inside. Shake to record.
10. Wave crepe paper strips or scarves to music acting out wind, airplanes, turtles, rain, snow, etc.
11. Act out thunderstorm using instruments children choose.
12. Use sound effects when telling familiar stories, perhaps using a bell or sticks.
13. Find things outside that make sounds. Bring inside and use them as sound effects for a story or to accompany a favorite song.
14. Tape children's voices on a tape recorder, giving directions as to what they should do.

For Further Reading

Books

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Gelineau, R. Phyllis. *Songs in Action.* New York: McGraw-Hill, 1974.

Glazer, Tom. *Eye Winker, Tom Tinker, Chin Chopper.* Garden City, NY: Doubleday & Co., Inc., 1973.

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Stelzer, Theodore G. *A Child's Garden of Song.* St. Louis: Concordia Publishing House, 1949.

Terry, R. Harold. *Music Resource Book.* Philadelphia: Lutheran Church Press, 1967.

Winn, Marie. *Fireside Book of Children's Songs.* New York: Simon and Schuster, Inc., 1966.

Wood, Lucille F., and Louise B. Scott. *Singing Fun.* New York: McGraw-Hill Book Co., 1954.

Records

Hap Palmer Records, Educational Activities, Inc., Freeport, NY 11520.
Getting to Know Myself
Learning Basic Skills Through Music, Vol. 1
The Feel of Music
Creative Movement and Rhythmic Exploration
Modern Tunes for Rhythms and Instruments

LeCrone Rhythm Records, Rhythm Record Co., 9203 Nichols Rd., Oklahoma City, OK 73120.
Modern Mother Goose
Rhythm Band (Piano with instrument sounds)

Ella Jenkins, Folkways/Scholastic Records, 906 Sylvan Ave., Englewood Cliffs, NJ 07632.
Rhythm and Game Songs No. 2
Play Your Instruments and Make a Pretty Sound

Burl Ives, Disneyland Records, 800 Sonora Ave., Glendale, CA 91201.
Little White Duck/Other Childrens' Favorites
Folk Lullabies
Animal Folk

Mister Rogers, Thomas Y. Crowell, 666 Fifth Ave., New York, NY 10019.
Mister Rogers' Neighborhood
Let's Be Together Today
You Are Special
Won't You Be My Neighbor

Pete Seeger, Folkways Records, 83 W. 61st St., New York, NY 10023.
Pete Seeger at Town Hall

Silver Burdett Series, Silver Burdett Co., Division of General Learning Corp., Morristown, NJ.
Making Music Your Own

Art

By Esther Zadeik

Goals and Objectives

The goals and objectives for a preschool art program will be to:

—Provide the child with enjoyable opportunities for creative self-expression.

—Help the child appreciate, recognize, and reproduce the colors, form, and textures in the world.

—Offer the child opportunities to become familiar with a wide variety of media, tools, and methods.

—Encourage the child to use media and tools with confidence.

—Help the child to learn responsibility in the use of art media and tools.

—Develop in the child the ability to work alone and in group situations.

—Promote in the child a stronger and deeper appreciation of art in the work of others as well as in the child's own work.

Art and the Young Child

Art experiences provide young children with some of their most satisfying and enjoyable moments. Art for the young child should be a natural process that allows for self-expression, discovery, appreciation, and a feeling of accomplishment. Young children

need to express themselves, and art activities offer this opportunity at a time when their language has not yet been sufficiently developed. Art also offers children active participation in a nonthreatening experience. Children can develop at their own rate through the normal stages of art from scribbling to abstract design to actual visual representation. The use of a variety of media gives children the chance to explore and discover, concentrate and carry out plans, develop new motor skills and controls, express feelings of happiness and anger, and create and recreate over and over without boredom. Each activity that brings new delight and a sense of accomplishment helps to build self-confidence and continued growth. For these reasons art is an important part of the preschool curriculum.

The teacher should provide a specific work area where children have the opportunity to engage in experimentation and exploration. Young children need to be free to brush, splash, drip, and smear with paints; get dusty with colored chalks; get sticky with glue and paste; and pound and mold clay and playdough. They should have opportunity to use different size brushes, scissors, fingers, rolling pins, brayers, paper punches, staplers, etc. The right to be "messy" while working is an important part of the art process. If the children also help with the cleanup process, they will learn which messiness is a necessary part of their work and which can be avoided. In all of their work, it is important the children have sufficient time to enjoy and participate completely. Using art as a relaxing time enables the children to be responsive to their feelings and emotions as well as the various media.

When planning specific art activities, it is important to realize that it is less threatening to children if the activity is done during a free choice period, rather that a group activity period. This, of course, requires more than one adult in the classroom. One adult can be responsible for the art activities and another for supervising other free choice activities. In this arrangement children with insecurities and inhibitions gradually feel more confident to try and will enjoy art participation. If only one adult is present, the daily variety of art projects will have to be limited to avoid chaos.

Observe the children carefully to be aware of each child's stage of growth and achievement. If the children all work on the same art activity as a group, it is helpful to seat children in the same developmental stages near one another. Comparison and competition in art is a handicap to the insecure and timid child. Most often the insecure child does not respond by greater effort, but will withdraw and will not participate. If they do participate, they show minimal effort and have little pride or feeling of accomplishment in their work. This destroys the real value of art activities.

Young children follow similar stages in art development. Children begin with scribbling, then proceed to abstract designs and definite patterning and placement of designs on the paper. They move from abstract design to pictorial and the beginning of more realistic representation. Children like to explore with design and color and should be encouraged to make their own creations. Self-expression is stifled if the teacher makes a model or offers suggestions for improvement of the children's work.

Some children are eager to talk about their pictures, while others find art a very private experience. Many young children do not have the vocabulary to really relate their experiences. In the beginning children may not have something definite in mind. In their imagination they see different interpretations as the work progresses. If an explanation is always necessary, the timid child will often withdraw from the art process completely. Remember, the enjoyment for the child comes from the process, not the final product or the explanation of the project. Children are best encouraged by smiling at their enjoyment. As honest comment about the color or colors used and form or textures made will often bring a confident smile in return and encourage more participation.

Children see things differently than adults. They will use unrealistic proportions and color choices. Allow them to use their imagination.

Display the work of all the children and change it often. Most children will want to take their creations home daily. If they are

requested to make one for home and one for school, they will not mind leaving one project for classroom display.

Often children receive mixed reactions about their art when they show it to parents and siblings. Help parents understand how to receive their children's art efforts. No parent purposely wants to turn off their child's interest, but often they may not understand what the teacher is trying to accomplish. The traditional home visit or open house is an excellent time to clarify these values.

Teachers may ask, "Where do crafts fit into a preschool art program?" There is no denying that crafts are "cute." Parents seem to understand and react favorably to them. Remember the purpose of the art program is to develop creativity and provide a sense of accomplishment. Before offering craft patterns and projects, know at what stage of development each child is. Crafts can serve a useful purpose after the children have had sufficient opportunity to experience working sucessfully with creative media and materials. Students who have not yet mastered cutting on a line or following several step projects will feel frustration instead of accomplishment. Their craft project will not look like the teacher's model, and a model must be shown to motivate the children to cut, paste, brad together, etc., an abstract pattern.

If you want to include crafts, give the children assorted patterns and shapes to trace and cut, or precut easel or drawing paper that they can choose and decorate as they see fit. The danger of crafts for the very young lies in the lack of creativity, the necessity of stifling sameness, and the strong possibility that most of the work often ends up being done by the adults. Creative experiences combined with a craft project have value in an art program. Always remember that the total process should be enjoyable and give the children a feeling of success.

Basic Art Preparations

When planning art experiences for the young child, certain preparations are routinely necessary.

1. Have a good supply of newspapers available for covering work areas.

2. Baby food jars, juice cans, or individual milk cartons make excellent paint and water containers. Fill no more than half full. A little vaseline spread on jar lips helps prevent the lids from excessive sticking. Placing the paint and/or water jars in muffin trays will add stability and provide a convenient storage tray.

3. Use small margarine tubs for white paste containers. Whip the paste for spreading ease; cover for storage.

4. Have small buckets of soapy water available for quick hand cleanup and paint brush cleanup.

5. Remove the previously dried artwork from the drying areas so there is space for drying the new day's activities. A handy drying area can be made by attaching fish net to the wall or blackboard (top half). Hang wet papers to dry with snap-type clothespins.

6. Media which can be used without much supervision should be centrally located in the art area.

7. Encourage children to help themselves to paper for table work by storing paper supplies conveniently near the art activities area. For finger-painting write the children's names on the paper beforehand. Use the water table or a small bucket with a sponge for wetting the paper.

8. When cutting, collage, pasting, or gluing, have all the materials available. Provide glue for materials such as cloth, macaroni, wood, and paste for paper. A divided Lazy Susan makes an excellent collage tray. An inexpensive one can be made by gluing margarine tubs to a large plastic revolving tray. The tubs are easily covered for storage after use. Be sure to soak-wash all glue bottle tops immediately after completion of an activity.

9. Hair spray may be used for a fixative with chalk art, or iron over the chalk art with waxed paper. Be sure the ironing area is in a safe out-of-the-way place. Both fixative methods need adult supervision!

10. Crayons for young children should be unwrapped to encourage rubbing as well as sharp drawing. Soak the crayons in cold water

overnight to remove the papers. If storage of individual children's crayon boxes is a problem, keep all crayons in a bucket for class use.

11. Make clay and playdough work mats of oilcloth or exposed X-ray sheets. Most X-ray labs will be glad to provide these for you. A supply of cutting, rolling, and design-making objects make clay play more enjoyable.

12. When using polymer medium have handy a bucket of soapy water to wash brushes and wipe up spills. Do so immediately; once the polymer has dried, cleanup is ineffective.

13. Each child should have a paint smock for protection. These can be old shirts worn backwards (children can help each other button) or two hand towels sewed together. Sew approximately 3 inches on each side of one short end to form the neck opening, and have a 4-inch piece of elastic connecting each side about ⅓ way down to form the arm openings.

Media and Suggestions for Use

Be sure to introduce art media and equipment by name. It is important that children learn the proper names so they can request materials when needed and explain their uses. Young children enjoy using "grownup" vocabulary and are capable of learning and using the proper terms.

One of the initial requests of young children will be, "I want to paint!" Painting offers young children a free flowing, colorful, and creative experience. Following are some recommended procedures.

Tempera

Tempera paints are available in ready-to-use liquid form, in economical powder form, and in solid block form.

1. Begin by giving the children one primary color. Display how to dip the brush into the paint and how to wipe off some, but not all, of the excess paint. Watching the paint drip down the paper is part of the discovery process. For added interest offer a variety of precut shapes to paint. Use the primary colors in this fashion, and then let the children discover secondary colors by mixing the primary colors together. In this way the chidren will mix the colors and color names will be learned by direct contact and exploration. Secondary colors discovered firsthand will be remembered.

2. To teach shade and hue of colors, offer children white and black along with another color. It's exciting to discover that lightened red is pink and that black added to red makes dark red or maroon or burgandy.

3. Children enjoy painting plastic, styrofoam, and wood with tempera. Add a dash of liquid dishwasher soap to make the paint adhere and prevent flaking. When dry let children paint the project with a coat of polymer medium. These painted projects can be used as a background for a collage project. Use white glue for the adhesive.

4. Use tempera for printing with vegetables, sponges, clay, wood, utensils, etc. Put a little tempera in a shallow pan for dip and print, or let the children brush-paint the tempera on the printing devices and print. Cut vegetables several hours before so they dry a little to make a sharper print.

5. Children enjoy leaf printing in the fall or spring. Paint the underside of the leaf (veins are raised), place a piece of paper on top of painted side, and roll paper with a brayer.

6. Tempera is used for drip-blot projects. Children drip tempera (add water for thinner consistency) on the paper with medicine droppers. Fold the paper over or place a second sheet of paper over drips and smooth gently with hands or brayer. Children are delighted with the designs in one color or many colors.

7. Blow paintings are made by children dropping a small blob of diluted tempera on the paper and blowing through a straw to form different patterns.

8. Crayon resist is a two-step project. Encourage the children to crayon a design by pressing heavily on the paper. Paint over the design with diluted tempera. Be sure there is no soap in the paint or it will adhere to, rather than resist, the crayon. Children are delighted to see the crayon through the tempera wash.

This technique is effective with paper and crayon of the same color and a contrasting wash. For example, at Halloween give the children white crayon with white paper. Painting a black wash over the white produces an interesting "spook" picture. Using a blue wash can be a "rainy day" or "ocean" picture.

9. Powdered paint sprinkled onto wet paper forms beautiful starbursts. Children can use the same technique on finger paint paper. First brush liquid starch on the paper. Then sprinkle on powdered paint. Observe the starburst effects and finger-paint as usual.

10. Gold powdered paint adds a special effect on any tempera project. Just let the children sprinkle a small amount on any wet project and let it blend.

11. Encourage experimentation by painting with objects other than brushes. Interesting effects can be obtained by using brayers, medicine droppers, Q-tips, small branches, feathers, pipe cleaners, roll-on deodorant bottles filled with paint, etc.

12. Let the children occasionally do projects on colored construction paper as well as newsprint and manila. Light paper is effective for darker paints and dark paper for lighter paints.

13. For more excitement let the children do any of the projects using flourescent paints and show them under a "black light." Standard black light bulbs can be purchased in variety or hardware stores and are best used in a desk style or spotlight effect lamp. Save a large cardboard box that the children can crawl into to view their art. They'll love it!

14. Turn a two-dimensional painting into a three-dimensional project by mixing white glue with tempera (½ to½) and sprinkle sand, rice, or other collage materials on the painting while still wet.

Water Color

Water colors are a highly fluid medium with a transparency that makes the painting appealing. Young children often have difficulty in remembering the steps—(1) water, (2) paint, (3) paper, etc. Remind them of the procedure, but don't get upset if they forget and explore with the paints in their own way. As children mature they will develop an expertise in using water colors. Once dry, a water-colored paper makes a beautiful background for other art media—tempera design, crayon, chalk, or pencil.

Following is an orderly progression of water color projects.

1. Begin with wet manila or drawing paper. Wet brushes, dip them in the water color, and dab or drip colors onto the wet paper. The paint will spread and the colors will blend into beautiful patterns. The paper can be dried flat to keep starburst blending effect or hung to dry which causes the colors to drip and blend into a new pattern. Young children enjoy discovering this difference and will later make their own choices for drying methods.

2. Children can paint with water colors on dry paper. Let the children paint on colored paper as well as white. They will enjoy the contrast.

3. Water colors are excellent for making crayon resist projects. (Use the same technique as in Tempera, No. 8.)

4. Leaf prints (see Tempera, No. 5) are delicate when done with water color rather than tempera. The smaller water color brushes and variety of colors encourages the children to paint between the veins and produces varitolored leaf prints.

5. Water color felt tip markers offer the young children a free flowing media similar to water colors. Children enjoy working with markers and cleanup is quick and easy. Any paper is suitable. Tissue paper, because of its transparency, is especially delightful. In fact two drawings can be made at once as the colors are absorbed into several layers. When the markers dry up, a few extra pictures can be made by dipping the felt tips into water and then painting.

Finger Paint

Finger painting provides a spontaneous, tension releasing activity for young children. Once children have tried finger painting, it becomes a favorite. The only tools necessary for beginning are the children's hands. Children enjoy painting with one hand, both

hands, fingers, knuckles, finger nails (used lightly), palms, and sides of hands. The best feature is that the picture can be smoothed over and started again and again. Children may start out with small, tight movements, but as they enjoy this tactile medium, they free themselves to use broad, sweeping movements. Children enjoy the opportunity to finger-paint to different musical moods and tempos. Rhythms are picked up quickly and often encourage the hesitant painter.

Children should be encouraged to stand to paint for greater freedom of movement. Rolled up sleeves and paint aprons are a must. Mark the glossy side of the paper prior to wetting to be sure it is right side up. Dried paintings can be pressed on the wrong side with a warm iron. For added permanence paint the picture with glossy polymer medium.

Finger-painting techniques for young children follow:

1. Finger-paint on finger paint paper. Begin with one color—about 1 tablespoon on large sheet of paper. Children can serve themselves with a tongue depressor or spoon.

2. Multicolored finger-painting should take place after the children have experimented with one color. Smooth away an area, add another color, and gradually paint and blend the colors together.

3. Table or tray finger paint transfer (monoprints). Sponge water on a flat surface, add paint. After painting pick up the print on a sheet of finger paint, manila, or construction paper. Lay the paper over the design and rub the palm firmly over the paper to pick up the print. After picking up the print, the child can continue finger-painting and make successive prints. Additional water and paint may have to be added.

4. For added effect have children rub pastel chalks over manila or construction paper before picking up the finger paint prints. When the print is picked up, the colored chalk shows through the designs, and the finger paint acts as a fixative.

5. Children enjoy the sensory experience of shaving soap finger-painting. Buy shaving soap on sale, selecting each of the possible fragrances. Let the children spray the soap on the table or tray, sprinkle powdered tempera or food coloring on the soap, and finger paint. Children love the different scents and cleanup is "bubbly."

6. A different method of soap painting is whipped soap. Whip 1 cup of Ivory Snow and 1 cup of warm water. When the soap reaches a whipped cream consistency, use as in No. 5 above.

7. Liquid starch and powdered paint (see Tempera, 9).

8. Japanese prints require two sheets of wet paper, assorted finger paint colors, and a brayer. Place random dabs of assorted colors on sheet one and cover with sheet two. Roll brayer firmly back and forth across entire surface. Separate the sheets. When dry iron the reverse side and paint picture with polymer. These make beautiful book covers, wrapping paper, as well as pictures.

Modeling Clay and Playdough

Clay and playdough offer to young children the best way to participate with three-dimensional art forms. Both media offer colorful eye appeal, but the basic delight comes from its feel as children pat, roll, stretch, squeeze, knead, and model with it. Here is a media that encourages children to use both hands. Young muscles gain strength as the children mold and model. Children also find this activity relaxing and a good outlet for frustrated and angry feelings. Hands are the best tools, but for variety use rolling pins, plastic cutting tools, and design makers such as screws and sticks. For young children the best activities are free and open-ended explorations. There is no need to make a particular product.

Following are ways to use modeling clay that young children enjoy:

1. Clay smear painting. Children need manila paper, construction paper, oaktag, or cardboard. Encourage them to take very small pinches of assorted colored clay. Using thumb or forefinger, smear the clay firmly onto the selected surface. By varying the amount of clay, unique dimensions are given to their designs and pictures. Some children also

enjoy scratching additional textures into the smears.

2. The clay scratchboard is easily made on cardboard or small styrofoam meat trays. Take small amounts of colored clay and smear it over the entire tray or cardboard surface. Paint it with a contrasting tempera (soap added). When the paint is dry, the child scratches a design or picture into the painted clay. Ice cream sticks, bobby pins, screws, etc., make good scratching tools. For added permanence paint with glossy polymer.

3. There are many recipes for homemade playdough. Below is one of these proven recipes.

1½ cups boiling water
½ cup salt—add to water, stir until dissolved, and remove from heat
Add 2 tbls. powdered alum
1tbl. cooking oil
Desired amount of food coloring and scented flavorings if desired
2½ cups flour

Knead until well blended and smooth. Store in covered containers to keep soft. Chilren love it and enjoy helping make it. Be sure it has cooled sufficiently before kneading.

Ceramics

Many young children also enjoy free modeling with self-hardening clay. This type of clay provides a different sensory experience because of its wetness and slipperiness. Some inhibited youngsters may refuse to work with this type of clay. When they feel comfortable with this media, they will experiment and create with it. Until then have modeling clay and playdough available for them.

Chalk

When children work with chalk, they need rough-textured paper such as manila or construction paper. The paper can be wet or dry; both offer a different experience. Chalk drawing offers a new discovery because of the endless possibilities available in blending the brilliant colors directly with the chalk stick ends and sides or by rubbing and blending the colors with the fingers, cotton balls, or soft tissue. Children will discover that additional pictures can be made by reusing chalky fingertips, cotton, and tissue.

The following are suggested chalk fixative methods: (1) spray with unscented hair spray; (2) place waxed paper over the picture and press carefully with a warm iron; (3) paint the paper with buttermilk prior to chalking; (4) chalk the background for picking up a finger paint picture.

Chalk comes in two sizes. The regular is crayon size while poster chalk is extra large. The larger chalk is easier and faster for young children to work with.

Free form chalk drawings produce some beautiful creative projects. For additional challenges the following ideas are good extended activities.

1. Rubbings of torn and cut paper shapes, string designs, leaves, and other textured objects can be easily made. Place objects on a table, cover with newsprint or other paper, and rub over the paper with the flat sides of various chalks. It helps prevent slipping of objects to place them between layers of saran wrap.

2. "Poor man's Van Gogh." This technique uses white chalk and water colors on manila or construction paper. Let the children put a few drops of water with a medicine dropper on each water color to soften the paints. The children then dip the white chalk into the water colors and draw firmly on the paper. Both the chalk and the water colors blend together for a textured effect. Darker construction paper gives the most striking color contrasts.

Crayons

Crayons are often the first art materials young children are allowed to to use. The colors are bright and easy to use, especially at home. They do require greater effort to get dark, vibrant colors because of their hard consistency. Crayons are often abandoned once the fluid media are made available. Here are several crayon projects young children enjoy when they learn to use the total crayon.

1. Free drawing should be encouraged by the teacher. Show the children how to use

the sides of the crayons in a broad rubbing action. By using the sides, the children can cover large areas more quickly, use broader uninhibited movements, and achieve different shading techniques.

2. Crayon resist. (See Tempera, 8.)

3. Texture rubbings. (See Chalk, 1.) Use the same technique with crayons. Encourage the children to press firmly. For variety move paper slightly and rub over objects again using different color.

4. Children can tear or cut the rubbed papers into abstract shapes or trace and cut out a selected pattern. These can then be pasted on another sheet of paper to form an abstract texture picture. Torn or cut pieces can be crumbled and bunched for pasting to add three-dimensional effect.

5. Let the children rub crayons (gold adds extra beauty) against a vegetable grater. Put the shavings into a waxed paper bag or between two sheets of waxed paper and iron with a warm iron. The crayon shavings melt and form lovely designs. For interest add leaves or objects cut out by the children. Hang in a sunny window to enjoy.

6. Sandpaper art. Give each child ½ sheet of medium-grade sandpaper. Encourage the child to heavily draw a design or picture with the crayons on the sandpaper. Gold crayon, again, adds special effect. Invert the sandpaper onto manila or white drawing paper, cover with newspaper slip sheet, and iron evenly for approximately 15 seconds. The resulting picture gives an impressionistic effect. Children can recolor and iron the same piece of sandpaper over and over. This makes lovely greeting cards. Or use sheer paper, frame and hang in a sunny window for all to enjoy.

Scissors

Most creative media is easy to use and is handled with confidence after being introduced. The area that will need the most assistance and practice is learning to use scissors. For the novice the best introduction to cutting is tearing. Give the young child the opportunity to tear abstract pieces and use them in a pasting project. After free tearing, encourage tearing into long strips and then along a predrawn line. Once children have success in tearing, they are more ready to begin handling scissors. Heavy paper such as manila and construction cuts easier. Thin paper tends to fold in the scissors.

A suggested sequence of cutting activities follows:

1. Let children use large pieces of scrap paper and cut snips along the outer edges (fringing). Encourage long fringes as well as short fringes. For added texture encourage the children to fold some fringes up and some fringes down.

2. Give the children choices of various colors of scrap paper, and let them cut the paper into large and small abstract pieces. Paste the cuttings or collect the scraps in an envelope to take home.

3. Allow children to fold paper and diagonally cut into the folds. For a first experience you might want to have prefolded paper with marked diagonal lines for cutting. After cutting, open the paper and bend the cuts to form dimensional "Surprise Cut" picture. Paste over colored construction paper for added beauty.

4. Next give the children simple line patterns to cut out. Long strips are a good beginning followed by geometric shapes. The children also enjoy drawing and tracing their own shapes to cut.

Always have scissors and paper readily available so children can practice. A "helper scissors" can give assistance to children who continue to have difficulty handling scissors. These are scissors with four finger grips. The inner openings are for the child and the outer openings are for the teacher. By cutting together the child gains dexterity and confidence. Only when children are confident and capable in handling scissors will they enjoy the more difficult cut- and- put- together projects. Try to offer craft projects that the children can add their own creative touches to.

White Paste

Paste is an economical adhesive for all paper pasting. Unfortunately, it is often lumpy and difficult for young children to use.

The secret is to put a few tablespoons in a small bowl (margarine tub) and quickly stir. It will become almost fluid and easy to spread. Return leftover paste to the jar, or store it in the covered margarine tub.

One unique technique using whipped paste and manila paper is a simple form of papier mache. Take four sheets of paper. Spread paste over the first sheet and cover with the second sheet. Paste sheet two and cover with sheet three. Paste sheet three and cover with sheet four. Smooth out lumps. While still wet cut pasted layers into desired free forms or patterns. Bend into different shapes and let dry. When dry, paint and polymer to prevent sheets from separating. Young children can successfully cuts strips to paste together into napkins rings and bracelets; cut into shapes for jewelery medallions, mobile attachments, and Christmas ornaments; or Indian feathers which can be fringed and bent for feathery appearance. Once dry they are lightweight and sturdy. Teachers can use this technique to make dimensional animals. Discarded scraps should be saved for collage.

White Glue

Use white glue for pasting all materials except paper, which does well with paste. Glue is necessary for collage work, woodwork, and other dimensional projects. Children should be taught how to operate the small squeeze bottles or place glue in jar lids for dipping or fingertip application.

Special glue projects could include a tissue paper collage. Let the children tear or cut the assorted colored tissue paper into various shapes. Brush the selected surface with diluted glue (½ glue and ½ water). Completely cover the surface with overlapping tissue paper shapes. Brush over the entire surface again with diluted glue. This method can be used on paper, styrofoam cups and trays, wood, etc. It is lovely as is or can be used for backgrounds for other projects.

Collage and Woodwork

Young children thoroughly enjoy the abstract collage projects because of the diversity of materials used to create a totally free expression of art. Children love the feel and appearance of these collage materials and their imagination can go wild. It is a splendid way to increase sensory and language development. The list of collectibles is endless—paper scraps, sewing scraps, wood scraps, string, yarn, buttons, macaroni, nature's own assortment, etc.

Many of the collage materials can be used at the workbench. Offer the children soft wood scraps, glue, nails, hammers, saws, etc., and let them create and build. They love to paint their projects with tempera and polymer.

Polymer Medium

Polymer is a water soluble acrylic finishing product. If should be used for special projects that require waterproofing and a degree of permanence. When gloss polymer is brushed onto paper projects, it gives paper a glossy appearance. Its flexibility prevents brittle dryness and cracking. To avoid waste give the children a little in a container and refill when necessary. Not much is needed. Polymer can also be slightly diluted with water and still be effective. For cleanup see Basic Art Preparations, No. 12.

Basic Art Equipment and Supplies

—Adjustable easels, table and counter space, sink area.
—Storage shelves for easy accessibility by children and teacher.
—Art cart—a rolling kitchen cart is an ideal moveable storage center.
—Children's scissors—left and right handed which can be color coded.
—Paint brushes—flat easel ½", ¾", 1" and wash (pointed tip) brushes; water color sizes 7 to 9.
—Brayers, staplers, woodwork tools, and clay play utensils.
—Iron, portable lamp for black light, warming tray.
—Collage materials—scavenger collection of anything that can be glued, pasted, stapled, taped, or nailed to assorted backgrounds.

—Paper—9″ x 12″ newsprint, manila, colored construction; 18″ x 20″ manila, construction, finger paint; and easel size newsprint.
—Paints—tempera in liquid, powdered, or solid block—all colors, black, and white; water colors—one box per child of eight oval pans semi-moist paints; finger paints—assorted colors.
—Felt tip markers—watercolors—large fat ones are best.
—Chalk—pastels for paper work—large poster or regular size; white for blackboard and paper work.
—Crayons—large, unwrapped, assorted colors 8 to 16, and fluorescent.
—Modeling clay and playdough—assorted colors, including fluorescent.
—Ceramic self-hardening clay.
—Adhesives—white paste, white glue, rubber cement, tape.
—Polymer medium and fixatives such as hair spray and waxed paper.

For Further Reading

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Science

By Donna L. Bobb

Science and the young child's curiosity go hand-in-hand. Each day the child is faced with many unknowns and asks what, why, and how. As a guide the teacher helps the child find answers to these questions. The teacher's own interest in finding answers can serve as an example for the preschooler and can help keep curiosity alive.

Purposeful science may be described as "first providing activities that help children discover underlying principles, then helping children find that the principles really work in daily life."[1] Here are a few suggestions for the teacher to use when preparing science activities:

1. *Plan science activities.* The teacher should not just rely on informal discoveries by the children for the total science program. Although this is a good teaching situation, it will not include all the science concepts children can experience. Rather, the teacher should look at the needs of the children, the season of the year, and the materials available when planning activities for the class. This will provide the children with a more comprehensive program of discovery. Remember that "nothing is too basic or simple because the young child is a person of limited experience."[2]

2. *Make science materials available for the children.* A science table or corner provides a good science learning center. In gathering materials for science study, the teacher may want to store individual experiments in shoe boxes or potato chip cans. The child, then, may use those specific materials to accomplish a given task and return the container to the table for another child's use. Jane Hazen develops this idea further in her article "How Science Got Canned" which was printed in the March 1977 of *Early Years* magazine.

3. *Demonstrate an interest in science.* When a

[1]Jean Durgin Harlan, *Science Experiences for the Early Childhood Years* (Columbus, OH: Charles E. Merrill Publishing, Co., 1976), p. 9.

[2]Viola S. Carmichael, *Science Experiences for Young Children* (Los Angeles: Southern California Association for the Education of Young Children, 1969), p. 1.

child makes a new discovery, the teacher's enthusiasm often gives the child the encouragement to explore further.

4. *Let the children discover as much as they can on their own.* The teacher should be patient and relaxed when allowing the children to explore the science materials.

5. *Introduce a concept with a demonstration.* By demonstrating how to use the materials for a specific activity, the teacher will be supplying the children with the necessary terminology and skills to explore the concept.

6. *Guide the children with pertinent questions.* By asking open-ended questions, the teacher demonstrates the use of good questioning skills which scientists of any age must use to draw conclusions.

7. *Encourage the children to draw conclusions.* Simply enjoying the science activity is only part of the learning process. Guided by the teacher's questions, the child not only draws a conclusion, but can also see the principle in related daily experiences. This leads the children to a better understanding of their environment.

8. *Reinforce science lessons with art, music, and finger-play activities as well as stories.* These activities can be used as mental "handles" to help the children remember concepts and better understand how science fits into their everyday experiences.

9. *Form a link between school and home.* If parents are aware of what their children are learning, they can help by saving materials for activities, speaking to the class if they are in a related occupation, and pointing out how the science activity is similar to one at home. Information can be relayed to parents via a newsletter, at parent-teacher meetings, or at informal discussions when children leave at the end of the day.

10. *Enjoy the science experiences as you share the wonders of God's creation with the students.*

Objectives of a Science Program for Young Children

The children will:
—actively investigate the world around them;
—observe the changes going on in their environment;
—use the materials introduced by the teacher to discover that these principles really work in daily life;
—lose some of their fears by exploring related activities;
—share the knowledge of God's creation which they have gained by observing, questioning, and exploring;
—enjoy God's creation and praise and thank Him for the wonderful world He has given them to explore.

The following is a brief description of 12 of the important aspects of science for young children. Each of these areas will contain basic concepts or understandings which the children can grasp and sample experiences which the teacher may use in developing a unit. These ideas are merely to serve as a beginning point for the teacher and are by no means the only ideas available.

I. Senses
  A. Sight
    1. Concepts
      a. God has given us our eyes and the gift of sight.
      b. We see with our eyes.
      c. We use our eyes to learn.
      d. Our eyes help us to see color, size, and shape.
      e. Some people can not see at all; they are blind.
      f. Some people need glasses to help them see.
      g. We need to take good care of our eyes.
      h. The pupil is the black circle of the eye; the iris is the colored part.
    2. Experiences
      a. Take an observation walk. Talk about what you see.
      b. Let the children use a magnifying glass, a pair of binoculars, a kaleidoscope, and a telescope.
      c. Have a doctor or nurse bring in an eye chart.
      d. Ask a person who wears glasses or contact lenses to attend the class and discuss these aids.

e. "Have a peep box with a small light in it. Let the children look in when it is dark and when the light is on."[3]
f. "Make a display of things people 'read,' such as books, magazines, Braille books, newspapers, pamphlets, and posters."[4]
g. "Display items we need to read or see to help us, for example, something dirty or clean, a thermometer, a clock, a television, a filmstrip, a recipe book, travel signs, street and house numbers, maps, timetables, tour brochures, a telephone book, a picture dictionary."[5]
h. Have available on the science table different things that help us to see when it is dark.

B. Sound
1. Concepts
a. God gave us our ears and the gift of hearing.
b. We hear with our ears.
c. There are many different sounds.
d. Sounds are made by things that vibrate.
e. Some people can't hear at all; they are deaf.
f. We can recognize some things by the sounds they make.
2. Experiences
a. Hide a popcorn popper under an empty box and plug it in. Let the children use their sense of hearing as well as their other senses to guess what's cooking.[6]
b. Use a tape recorder to record the children and other familiar sounds in their lives.
c. Make and use rhythm instruments.
d. Take a listening walk.
e. Invite one of the upper grade children to play an instrument for the class. One instrument at a time is better than having the entire band play for the class.
f. Examine a doctor's stethoscope and use it to listen to each other's heartbeats.
g. Investigate sound-makers such as an alarm clock, a music box, eggbeaters, horn, whistle, tuning fork, typewriter, and broom.
h. Contact the local telephone company for use of their educational materials, which usually include a pair of phones to use in practicing telephoning skills.
i. Borrow some materials which demonstrate the sign language of the deaf. Have the children try to communicate with these signs only.

C. Taste
1. Concepts
a. God gave us the ability to taste foods.
b. Each food has a different taste.
c. Some foods taste sweet, sour, salty, or bitter.
d. We taste with parts of our tongue called taste buds.
e. Some foods taste good to us; some do not.
f. Sometimes we have to try new tastes several times before we get used to them.
2. Experiences
a. Compare sugar and salt. They look alike but taste different.
b. Visit a bakery.
c. Give each child a lemon, orange, or grapefruit to

[3]Bonnie Mack Flemming and Darlene Softley Hamilton, *Resources for Creative Teaching in Early Childhood Education* (New York: Harcourt Brace Jovanovich, Inc., 1977) p. 118.
[4]Ibid., p. 118.
[5]Ibid.
[6]Rosemary Althouse and Cecil Main, *Science Experiences for Young Children* (New York: Teachers College Press, Columbia University, 1975), pp. 2—4.

squeeze the juice from. Let each child taste the juice; then add sugar and water. Serve the juice for snack.

d. "Have a tasting party: set out bite-size portions of a variety of foods that have distinctive flavors."[7]

D. Smell

1. Concepts
   a. God has given us a nose with which we can smell the fragrances of His world.
   b. We smell odors through our noses.
   c. Some things smell good and some things smell bad.
   d. We can tell some foods by the way they smell.
2. Experiences
   a. Display items such as cloves, vanilla, vinegar, mint leaves, perfume, garlic, pipe tabacco, coffee, soap, a lemon, onion, peanut butter, incense, and scented candles.
   b. Take a smelling walk.
   c. Preparing food is a good smelling experience. Examples: baking bread, popping popcorn, etc.
   d. Visit a bakery, flower shop, or delicatessen.

E. Touch

1. Concepts
   a. God gave us skin with which to feel things.
   b. We feel with our skin.
   c. We can feel things with many parts of our body.
   d. Some things feel soft, hard, smooth, rough, cold, hot, wet, or dry.
   e. Our skin warns us if something is sharp or hot. It protects us.
2. Experiences
   a. Display such items as silk, corduroy, sandpaper, cotton, fur, tree bark, a feather, brushes, cactus, and wood.
   b. Have children match fabric squares by feel alone.
   c. Use a hair dryer to cause the sensation of warm air.
   d. "A vibrator also gives a peculiar sensation which many children have not experienced."[8]
   e. Fingerpaint

II. Health and Growth

A. Concepts
   1. God gave us our bodies and helps us stay healthy and grow.
   2. We need rest, food, exercise, and sunshine to stay healthy.
   3. We brush our teeth to help protect them from decay.
   4. We wash with soap and water to get rid of dirt and germs.
   5. We can see how much we have grown by measuring our height and weight.

B. Experiences
   1. Discuss and serve nutritious snacks.
   2. Invite a dentist to visit the class and demonstrate the proper way to brush your teeth.
   3. In September trace each child on a large piece of paper. Let the children fill in the details. Repeat this in December and May. Compare the three tracings.
   4. Let children make a book containing magazine pictures dealing with good health rules.
   5. Obtain several baby teeth from parents or a dentist. Soak one tooth in milk, one in soda pop, and one in grape juice. Discuss the changes. The desired outcome is that milk is better for teeth.
   6. Invite a doctor or nurse to come in and demonstrate the instruments they use.

III. Food

A. Concepts
   1. All of our food comes from God.

[7]Flemming, p. 141.

[8]Carmichael, p. 80.

2. There are many different kinds of foods.
3. Foods vary in size, color, shape, smell, flavor, and taste.
4. We all need food to stay alive.
5. By eating the right foods, we get energy and stay healthy.
6. We get our food from plant and animal sources.
7. There are many ways to prepare food.
8. We buy our food at grocery stores and markets.

B. Experiences
1. Compare several fruits. Then combine them to make a fruit salad for the daily snack. (Vegetables will also make a nutritious snack.)
2. With the children prepare such foods as gelatin, vegetables, scrambled eggs, French toast, cupcakes, cookies, and pancakes.
3. Make instant pudding by filling baby food jars half full with milk and instant pudding mixture. Let children shake the jars for approximately five minutes. Enjoy the pudding for snack.
4. Make butter by filling baby food jars half full with whipping cream. Let children shake the jars until cream separates (about five minutes). Pour off the liquid. Wash the butter in cold water and drain several times. Add a little salt and serve on crackers.
5. Collect empty food containers for the classroom grocery store.
6. Discuss what a well-balanced meal contains.
7. Using magazine pictures make a game dealing with where we get foods. Examples: eggs from chickens, bread from wheat, etc.

IV. Weather and Seasons

A. Concepts
1. God has an orderly plan of seasons for our world.
2. There are four seasons: spring, summer, fall, and winter.
3. We need sunshine, rain, wind, and snow to live.
4. We dress according to the weather.
5. The weather changes with each season.
6. Most plants stop growing for a while during a very cold season and sprout again in warm weather.
7. Plants that stay green all year are called evergreens.
8. Some animals hibernate during the cold season.
9. Some birds migrate south for the cold season.
10. Plants and animals change with each season.
11. People change with each season.
12. The sun and wind evaporate the rainwater.

B. Experiences
1. Nature walks during all four seasons may be used to compare the changes. Take particular notice of changes in the trees.
2. Have children make a collage of fabrics suitable for each season.
3. If there is snow in your area, melt a glassful of snow and see how much water is left. Note the residue.
4. Make a cloud by putting several inches of hot water in a cold jar and cover it with the lid. Put an ice cube on top of the lid and watch the cloud appear.
5. On a warm day take dolls and doll clothes outside with a tub of soapy water. After scrubbing the doll clothes, hang them up to dry.
6. Lightning experiment: "Rub two inflated balloons on your clothes, a rug, or draperies. Hold each end, one to the other, almost touching. If the room is dark enough, a spark will jump between the two bal-

loons. That spark is 'electricity'."[9]

7. Thunder experiment: "Blow up a paper bag and hold neck tightly so air cannot escape. Hit the bag with the other ahnd. The bag will break with a loud bang. When air rushes together it makes a loud noise. Lightning forces air apart, and when the air rushes together again it makes a loud noise."[10]
8. Make a weather chart on which children may draw symbols for each day's weather.
9. Call the weather report phone number and let the children listen to the day's report.
10. On a windy day, help the children fly a kite.
11. If possible, bring a tree limb into the classroom to serve as the class tree. In fall help the children make colored leaves to fasten to the limb. In winter decorate the tree with Christmas ornaments. In spring make tissue paper blossoms, and in summer decorate with fruits and green leaves.

V. Seeds and plants
   A. Concepts
      1. God provides the earth with plants and seeds.
      2. There are different kinds of plants and seeds.
      3. The plants have different sizes, shapes, types, and structures.
      4. Plants need air, food, sunlight, water, and protection to live.
      5. Plants have seeds which sprout into more plants.
      6. We can eat some plants and seeds.
      7. Seeds grow into plants with roots, stems, leaves, and sometimes flowers.
      8. Plants carry food from the ground up through roots and veins.
      9. Plants change with the weather.
   B. Experiences
      1. Examine different fruits and their seeds. Observe the number, size, texture and color of the seeds. Pomegranates and avocados are quite a surprise when saved until last.
      2. Sprout seeds on terry cloth, sponge, or paper toweling.
      3. Make a carrot basket: "Cut off end of a carrot. Hollow out remaining end. Make into a hanging basket with toothpicks and yarn. Water and watch it grow."[11]
      4. After reading *Peter's Pocket* by Judith Barrett, let the children make their own pocket garden: "Place a wet paper towel in a small baggie. Put a bean seed in with the towel so it can be seen through the bag. Roll down the bag and put it in a pocket. When the seed sprouts, it can be put in dirt."[12]
      5. Put a stalk of celery into a glass of colored water for a few hours. You may want to try to split the stalk lengthwise about halfway up and put each half in a different color of water.
      6. Root beets, carrots, or a pineapple top in a shallow dish with sand and water.
      7. Root a sweet potato by suspending it on toothpicks halfway into a jar of water.
      8. Make a terrarium using an empty aquarium or a large glass jar.
      9. Plant three bean seeds, one in each of three flowerpots. One bean receives no water; one bean

[9]Doreen J. Croft and Robert D. Hess, *An Activities Handbook for Teachers of Young Children* (Boston: Houghton Mifflin Company, 1975), pp. 75—76.

[10]Ibid.

[11]Mildred Swift and Lois Rather, *Kindergarten Science* (Minneapolis: T. S. Denison and Co., Inc., 1964), p. 20.

[12]Chris Ische and Jean Peterson, *"I Wonder Why?" Science Experiences for the Young Child* (Mankato, MN: Mankato State University) p. 2.

receives no light; and the third bean receives both water and light. Note and discuss the results.

VI. Animals
- A. Concepts
  1. God created all the different kinds of animals.
  2. There are many different kinds of animals.
  3. All animals need food and water to live.
  4. Some animals make good pets.
  5. Each animal moves in its own special way.
  6. Many animals have protective coloring.
- B. Experiences
  1. Visit a farm, zoo, or pet store.
  2. Discuss the differences between farm animals, pets, animals of the woods, zoo animals, and insects and spiders.
  3. Have a large mystery snail in the room for the children to observe.
  4. Make a critter cage: Roll copper wire screen into a column to fit inside two aluminum cake pans (one on each end). Join the edges of the screen by sewing them with a single strand of copper wire removed from an edge of the screen.[13]
  5. Earthworm experiment: Place a tall tin can inside a widemouthed quart jar with the closed end up. Force damp soil in the space between the can and the jar to the level of the top of the can. Cover the can with a thin layer of sand. Add earthworms and cover the jar with black paper for several hours. Remove the paper and note the channels of passage the worms have made in the soil.[14]
  6. Discuss the different animal sounds and use them in a guessing game.
  7. Make arrangements to have the children's pets visit—one at a time.

VII. Magnets
- A. Concepts
  1. There are many different shapes, strengths, and sizes of magnets.
  2. Magnets act in different ways.
  3. Some magnets get their name from their shape.
  4. Magnets push away from each other and pull toward each other.
  5. A magnet will pick up objects made of iron.
  6. Magnets are the strongest near the poles.
  7. Magnets pull through some materials.
- B. Experiences
  1. Place several magnets and objects on the science table for the children to use. Have a "yes" tray and a "no" tray for the objects which are attracted by a magnet and those which are not.
  2. Place different metal objects in a thin cardboard box. Move a magnet around under the bottom of the box. Watch the objects move around.
  3. Create a magnet by stroking a needle with a magnet about 25 times in the same direction.
  4. Fish with a magnet on the end of a string. Each construction paper fish should have a different material taped to it such as a toothpick, a paper clip, etc.

VIII. Birds
- A. Concepts
  1. God created birds and watches over them as He does us.
  2. Birds have feathers and wings.
  3. Birds migrate to a warmer place during the cold weather.
  4. Birds lay eggs.
  5. Birds need food, water, and fresh air to live.

[13]Swift, p. 15.
[14]Ibid, p. 14

6. Many birds make their nests from grasses.

B. Experiences
1. If possible bring in a chicken egg to hatch.
2. Place a class-made bird feeder outside a window of the classroom. Children may keep a pictorial list of the different species that feed there.
3. Display real and artificial feathers. See if feathers will float. Note the difference between tail feathers, wing feathers, and downy fluff.
4. Display a bird nest and observe its construction.
5. Obtain and read a copy of *The little Duck* by Judy Dunn.

IX. Colors

A. Concepts
1. God made our colorful world.
2. We can describe things by their color.
3. Colors have names.
4. Sunlight can be split into a rainbow.
5. Each person has a skin, hair, and eye color that is just right for them.
6. Mixing colors makes new ones.
7. Red, yellow, blue, black, or white cannot be made by mixing colors.

B. Experiences
1. On a warm sunny day, spray water from a garden hose into the air and observe the rainbow of colors.
2. In a paper cup let each child mix about a tablespoon of two different colors of dry powdered tempera paint. Have them guess what new color they have made. Then add a few drops of water, and paint a picture with the new color.
3. Use pieces of colored cellophane for the children to look through.
4. Point out colors throughout the day. Rather than saying the helper's name, describe the colors the child is wearing.
5. Concentrate on one color at a time. Have as many activites involving that color during the day as you can. Example: the paint at the easel, the juice, the snack food, etc.
6. Make a color book. Each page will contain items of a particular color cut from old magazines and pasted to the page.

X. Air

A. Concepts
1. Air is real.
2. Air takes up space.
3. Moving air can push things.
4. Air helps to dry many things.
5. Air is almost everywhere.

B. Experiences
1. Use a hair dryer to let the children feel the warm air.
2. Place a paper napkin or tissue in the bottom of a glass. Invert the glass and push it into a pan of water. Quickly remove it and notice that the air kept the napkin dry.
3. Blow up balloons with the children. Make a game of trying to keep them from touching the floor.
4. Make and fly a kite.
5. Make pinwheels, paper airplanes, and sailboats.
6. Let the children blow soap bubbles outside on a windy day.
7. Display fans made of plastic and paper. Demonstrate an electric fan.
8. Draw or paint water pictures on the sidewalk by using paint brushes or empty liquid soap bottles refilled with water. Watch the evaporation.
9. During the Advent season, an Advent angel chime kit is available in stores. As the heat rises from the four small candles, the pinwheel turns, causing the angels to strike two little bells.

XI. Wheels

A. Concepts

1. Wheels roll.
2. Wheels are round and flat.
3. Wheels reduce friction and make work easier.
4. One wheel can turn another.

B. Experiences

1. Let children push a box of heavy blocks or books across the floor. Then put the box on a wagon and push it. Discuss the difference.
2. Display different shapes and sizes of wheels.
3. "Cut corrugated paper to fit two large thread spools. Insert large nail through spool opening and nail loosely to square board, allowing the corrugated paper to mesh. Let children manipulate by turning one spool, thus discovering that one wheel may make another work. Apply to clock and other machines using same principle."[15]
4. "Make three simple carts from empty milk cartons. Make three sets of wheels from heavy chipboards, one in square shape, one triangular, one round. Attach to carts, using wire or nails to serve as axles. Allow children to have a race and they will see quickly which wheel is most efficient."[16]
5. Observe the wheel in a hamster or gerbil cage as the animal runs in it.
6. Observe a music box or clock as it works.

XII. Water

A. Concepts

1. Water is wet.
2. Water can be poured.
3. Water can be frozen.
4. Water can be made into steam.
5. Some things dissolve in water.
6. Some things float in water.
7. Water evaporates.

B. Experiences

1. Partially fill a large plastic tub with water. Have various smaller containers for the children to play with as well as sponges and a mop for any spills. If weather permits, have waterplay outside.
2. Have available such items as rocks, leaves, paper, wood, cloth, plastic toys, pencils, jar lids, etc. Let children test these items to see if they will float. The ones that do float may be placed on a "yes" tray; the ones that don't may be placed on the "no" tray.
3. Try dissolving various substances in water. Make gelatin or Kool-Aid for a snack.
4. Watch an ice cube melt.
5. Put an ice cube in warm water and discuss the speed with which it melts.
6. Paint water pictures on the sidewalk and watch them evaporate.
7. "Pour water to the same level in two similar jars. Put a rubber band around the outside of both at the water level. Cap one but leave the other uncapped. Observe the change in level from day to day. Notice the residue."[17]
8. "Put a salt-and-water mixture in a flat dish. Note the residue after evaporation."[18]

The following is a list of materials which will be useful in a science program. Many of the items can be saved or donated by parents.

Aluminum foil pans
Animal cage for visiting pets
Aquarium
Baby food jars
Balanced scales
Bicycle pump
Broomsticks
Clocks, wind-up and alarm
Coffee cans, with plastic lids
Compass
Copper wire
Corks of various sizes

[15]Swift, p. 40.
[16]Ibid.
[17]Flemming, p. 567.
[18]Ibid., pp. 567-568

Cottage cheese cartons
Drinking straws
Egg cartons
Electric hot plate
Fabric scraps
Flower boxes and pots
Frozen juice cans
Funnels of different sizes
Garden tools
Geometric shapes
Kaleidescope
Kerosene lamp chimney
Ice cube trays, molded plastic
Large basin for water experiments
Lids from cocoa tins
Lock and key
Magazines
Magnets
Magnifying glass
Maps of different kinds
Margarine tubs with lids
Measuring equipment
Meat trays (Styrofoam)
Medicine droppers
Mirrors
Newspapers
Paper bags
Paper drinking cups
Plastic liquid detergent bottles
Plastic sprinkling bottle
Plastic prescription vials
Prism
Pulleys of various sizes
Rotary egg beater
Rubber tubing
Screen wire
Seeds and bulbs
Small boxes
Seed catalogs
Sponges
Terrarium
Thermometer
Thread spools
Tuning fork
Unprinted newsprint
Watering can

For Further Reading

Althouse, Rosemary and Cecil Main. *Science Experiences For Young Children.* New York: Teachers College Press, Columbia University, 1975.
This book is actually ten booklets. The subjects are air, color, magnets, water, wheels, food, growing, pets, seeds, and senses. There are approximately ten activities for each subject.

Carmichael, Viola S. *Science Experiences for Young Children.* Los Angeles: Southern California Association for the Education of Young Children, 1969.
Contains numerous activities as well as good background material on each subject for the teacher.

Croft, Doreen J. and Robert D. Hess. *An Activities Handbook for Teachers of Young Children.* Boston: Houghton Mifflin Company, 1975.
A book of tested activities for language, science, art, music, creative dramatics, sensorimotor explorations, math, cooking.

Flemming, Bonnie Mack, and Darlene Softley Hamilton. *Resources for Creative Teaching in Early Childhood Education.* New York: Harcourt Brace Jovanovich, Inc., 1977.
An excellent resource book of 634 pages full of activities, finger plays, books for children, songs, records and resource books for the teacher. The book is divided into units such as self-concept, families, family celebrations, seasons, animals, transportation, and the world I live in.

Forte, Imogene and Joy MacKenzie. *Creative Science Experiences for the Young Child.* Nashville, TN.: Incentive Publications, Inc., 1973.
Activities in a workbook format. Contains good ideas.

Harlan, Jean Durgin. *Science Experiences for the Early Childhood Years.* Columbus, OH.: Charles E. Merrill Publishing Company, 1976.
A book of concepts, experiences, and reinforcements. Good ideas.

Hazen, Jane. "How Science Got Canned." *Early Years Magazine,* March 1977, pp. 50-52, 59.
Terrific idea.

Ische, Chris, and Jean Peterson. *"I Wonder Why?" Science Experiences for the Young Child.* Mankato, MN.: Mankato State University, n.d.
A printout of ideas.

Mensing, Morella. *Today's Christian Kindergarten.* St. Louis: Concordia Publishing House, 1972.

Miller, Mabel Evelyn. *Kindergarten Teacher's Activities Desk Book.* West Nyack: Parker Publishing Company, Inc., 1974.

Moore, Judy Hull. *God's World.* Pensacola, FL.: Beka Book Publications of the Pensacola Christian College, 1976.
A textbook for kindergarten science which approaches science as the study of God's world complete with Scripture readings.

Silverblatt, Iris M. *Creative Activities: A Manual for Teachers of Preschool Children.* Cincinnati: Creative Activities, 1964.
A collection of activities for preschool children.

Swift, Mildred, and Lois Rather. *Kindergarten Science.* Minneapolis: T. S. Denison and Company, Inc., 1964.
Good for beginning a science. Has good ideas.

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Motor-Perception Development

By Geraldine L. Carter

Motor-perception development in young children is extremely exciting because preschoolers tend to be uninhibited and creative. The challenge to early childhood educators is to capitalize on the natural, free way young children move and express themselves before they feel the need to conform to pressures from society.

During the preschool years, the child goes through many phases of growth and development. It is during these formative years that the mode is set for future physical, perceptual, and emotional responses. The area of motor-perception development is important since the largest part of the young child's day is devoted to physical movement, including free play and structured play. It is also important that the teacher be aware of the child's visual- and auditory-perception skills as well as motor-perception, for they affect the child's physical relationship in space, such as position and balance.

Research has given educators and parents important knowledge concerning the child's motor development. Motor development can be used to roughly predict children's general intellectual development during their early years. The rationale behind this concept is that the brain and central nervous system must work together and function adequately before children can sit, stand, walk, and run. Research has also shown that children's motor development and physical skills effect their personality. The child who has good motor muscle coordination is well-developed physically and, consequently, is good at games and other physical activites. Experts in the area of early childhood education have also found that, while heredity does play a part in muscle motor development, it is possible for parents and teachers to help children develop physical skills and assist them in improving their motor perception.

Definition of Motor Perception. Motor-perception skills include such things as the child's ability to cognitively understand what is being said and, then, the ability to follow directions. It involves children's ability to make sense out of what they see, hear, and feel. The importance of body-management, or motor-perception, program in early childhood eduction is twofold:

1. To help children gain control of their bodies. This will naturally make them feel better about themselves and improve self-image. Children who feel good about themselves can learn better and faster.

2. To detect early symptoms of possible learning disabilities and other physical problems, i.e.:

   a. hearing loss
   b. inability to listen
   c. poor eyesight
   d. inability to coordinate eyes
   e. inability to perform alternating laterality (walking first to one side, moves then to the other)
   f. inability to perform integrated laterality (two sides can — even by doing different things — work together and help each other, example: skipping and cutting)

Many physical skills can be developed only through practice. Children should have many opportunities to move as they learn, to be encouraged to discover their environment by touching and interacting with it, and to be challenged by activities that focus on the development of motor-perception skills.

Preschool children need many opportunities to test and refine their motor muscle abilities. In any early childhood program a broadening range of activities such as running, jumping, and manipulating objects should be offered.

Early childhood eductors should recognize that there are individual differences in the ages at which children are able to do different things, as well as differences in the degree of their skill and coordination. Motor skills are acquired, for the most part, by practice. Each motor skill must be practiced if it is to be performed well. Childhood motor perceptual development skills are not often acquired or

practiced in solitude. The preschool child needs to test his sensory motor skills among peers for critical social development.

The three factors of *coordination, strength,* and *speed* are important components of childhood play and motor development. A child's mastery of tasks requiring coordination, strength, and speed can influence self-sufficiency and self-confidence.

Coordination refers to many aspects of motor performance, including the accuracy of movement, poise, smoothness, rhythm, and ease. Coordination is acquired more slowly in preschool years than are strength and speed because coordination skills require the interplay of motor and sensory skills that often depend on small muscle maturation and on practice.

From age three on, a child's *strength* grows until it has doubled at about age 11. Preschool boys and girls exhibit similar degrees of strength. It is around age six that boys begin to become stronger than girls, though not to any great degree until the adolescence period is reached.

Speed is a sensory motor function that becomes important in the more demanding play of preschoolers. In the preschool years, young children learn to use their speed in games requiring fast reactions from their minds and bodies as well as in simple tasks such as running or jumping. Children's ability to demonstrate speed will affect their confidence at play and in learning situations, thereby affecting their social development.

General Objectives of Motor-Perception Program

1. To help young children develop basic motor control and coordination.
2. To assist young children in developing body awareness.
3. To provide a wide variety of play activities.
4. To help young children learn to follow directions and to develop vocabulary.
5. To assist young children in exploring different suggested types of locomotion skills.

Areas of Motor-Perception Development

1. Fine motor development.
2. Gross motor development.
3. Sensory motor integration.
4. Laterality and directionality.
5. Tactile discrimination.

Fine Motor Development. Fine motor development activities will help the young child acquire the skills needed for later writing.

The preschool teacher should assist the child by providing marker pens, crayons, water paints, pens, pencils, and fine/large brushes. Children should be allowed to work with all of them, and differences in the lines and appearances should be discussed when using each.

General Activities for Fine Motor Development Include:

—Buttoning, lacing shoes, pulling on boots, hanging up coat or towel.
—Eating, using a spoon and fork; pouring juice, milk, or water from a small pitcher into a cup or glass.
—Play with manipulative toys like blocks, puzzles, cars, or trucks.
—Cutting with scissors.
—Finger plays.

Specific Activities for Fine Motor Development

Sorting—give children an egg carton and different size buttons to sort according to size or color. Marbles, paper clips, and different shapes of macaroni may also be used.

Cut small circles, squares, triangles, or rectangles for children to separate according to shape.

Make simple finger puppets or use sock puppets and have the children play act conversations using these puppets.

Provide different size jars and lids. Allow the children to match the jars with the correct lids and screw them on.

Hook board—a simple hook board may be made with one size hook. Provide metal washers or small paper circles for the children to hang on the hooks.

Plastic pop beads are good to assist chil-

dren with putting things together and then pulling them apart.
Playdough and clay are good for teaching them how to roll, pat, pinch, poke, etc.
Small (one-inch) blocks can be used for stacking and knocking down.
Show children how to string beads—first using large beads and later small ones.
Give children small pegs to be fit into pegboards.

Finger Plays that Strengthen Small Muscles

1. (Sing the following to the tune of "Are You Sleeping?")
   WHERE IS THUMBKIN, WHERE IS THUMBKIN? (make fists)
   HERE I AM, HERE I AM. (hold up thumbs)
   HOW ARE YOU TODAY, SIR? VERY WELL, I THANK YOU. (wiggle thumbs in time to music)
   GO AWAY, GO AWAY. (make fist again)

2. SEE MY FINGERS DANCE AND PLAY, FINGERS DANCE WITH ME TODAY. (flex fingers and move hands about)
   SOME DANCE HIGH (lift hands high)
   AND SOME DANCE LOW (hold hands low)
   SOME DANCE FAST (wiggle fingers rapidly)
   AND SOME DANCE SLOW (wiggle fingers slowly)

3. (Hold hands out in front of body; perform motions indicated by the words of the rhyme)
   OPEN, SHUT THEM; OPEN, SHUT THEM
   GIVE A GREAT BIG CLAP!
   OPEN, SHUT THEM; OPEN, SHUT THEM;
   PLACE THEM ON YOUR LAP.
   CREEP THEM, CREEP THEM;
   CREEP THEM, CREEP THEM;
   RIGHT UP TO YOUR CHIN.
   OPEN WIDE YOUR GREAT BIG MOUTH,
   BUT DO NOT PUT THEM IN!

   Variation:
   ROLL THEM, AND ROLL THEM,
   AND GIVE YOUR HANDS A CLAP.
   ROLL THEM, AND ROLL THEM,
   AND PUT THEM IN YOUR LAP.

4. HERE'S THE ANT HILL, WITH NO ANTS ABOUT (hold up closed fist; turn it about)
   AND I SAY, "LITTLE ANTS, WON'T YOU PLEASE COME OUT?"
   THEY COME TROOPING OUT, IN ANSWER TO MY CALL,
   ONE, TWO, THREE, FOUR, FIVE, AND THAT'S ALL. (raise thumb, forefinger, etc., on the count)

5. PITTER-PATTER, PITTER-PATTER; THERE'S RAIN IN THE SKY. (drum fingers on table or floor, wherever children are seated)
   PUT UP YOUR UMBRELLA, TO KEEP YOURSELF DRY. (arch arms high over head, touching fingers)
   DOWN LITTLE RAINDROPS FALL, DOWN, DOWN, DOWN TO THE GROUND. (hold arms high over head; lower them slowly, wiggling fingers)
   FALLING, FALLING, OH SO SOFTLY, THEY NEVER SEEM TO MAKE A SOUND. (repeat "falling raindrops" motion)

6. TOMMY THUMB, TOMMY THUMB WHERE ARE YOU WHERE ARE YOU? (hold hands behind back)
   HERE I AM, HERE I AM, HOW DO YOU DO? HOW DO YOU DO? (bring hands out quickly, making thumbs bow)

   Variations:
   PETER POINTER, PETER POINTER, etc. (make forefingers bow)

   TOBY TALL, TOBY TALL, etc. (make middle fingers bow)

   REUBEN RING, REUBEN RING, etc. (make ring fingers bow)

   SAMMY SMALL, SAMMY SMALL, etc. (make baby fingers bow)

7. LEAVES ARE FALLING SOFTLY DOWN, (raise arms high over head; lower them slowly, wiggling fingers)

SOME ARE RED AND SOME ARE BROWN. (point with one hand, and then the other)
THE LEAVES ARE SOFTLY FALLING DOWN; THEY MAKE A CARPET ON THE GROUND. (raise arms high over head; lower them slowly, wiggling fingers)
THEN WHOOSH! THE WIND COMES WHISTLING BY, (raise both arms to the side; sweep them down quickly across the body to the other side)
AND SENDS THEM DANCING TO THE SKY. (raise arms over head, wiggling fingers)

Gross Motor Development. Skills in using large muscles develop through vigorous, active play. This kind of play usually takes place outdoors. Some of the general activities that develop large muscle skills are:

—Lifting and piling large hollow blocks, boxes, or short boards.
—Digging with small shovels or spades.
—Riding wheel toys.
—Pulling a loaded wagon or using a wheelbarrow for carrying objects.
—Pounding nails, sawing, and using other carpentry tools.
—Climbing on a jungle gym, rope ladder, or in a tree or over a box.
—Swinging in a swing, or on the rungs of a bar or a horizontal ladder.
—Running, sometimes barefoot, on sand or grass.
—Throwing ball through a hoop or throwing bean bags at a target, or just throwing.
—Rhythmic activities to music.

Specific Activities for Large Muscle Development

Play ball—provide punch balls, large and small balls to bounce, roll, and catch.
Push and pull toys and wheel toys—large rocking horse, small trucks and cars, trikes and wagons for riding.
Building blocks—large and small for stacking.
Steps to climb—children love to climb up and down and up and down again.
Water play—large tubs of water, pails and cups for pouring and splashing.
Allow children to crawl under and between things.
Encourage them to push objects such as chairs or large boxes to strengthen muscles.
Have children practice standing like a stork. Then hop on one foot. Hop on the other foot. Start slowly then do it quickly.
Practice walking (make sure the arms and legs alternate and swing freely)—fast walk, slow walk, walk on tiptoes with arms over head, walk backward bringing knees up high.
Practice running and stopping. Children run in an area and stop on signal. Discuss the need to run on balls of feet.
Practice jumping. Have children stand at the end of the room where they have a clear space measuring the length of the room in front of them. Ask them to put both feet together and jump forward one step. Make sure that they keep both feet together while jumping. Repeat the procedure until they are across the room.
Children need to visualize and plan body movements. Have them move their heads. Make a circle with both arms over their heads. Make a T with both arms straight out from their shoulders, etc.

Sensory Motor Integration. Sensory motor integration involves such things as balance and rhythm, laterality, directionality, and tactile discrimination.

Balance and rhythm require the brain and muscles to work together. As stated earlier teachers can help young children achieve balance and rhythm by providing them with opportunities for physical activities. A balance board can be made by placing a long, narrow board over an object in the center, like a teeter-totter. This is an excellent way to help children develop rhythm and balance.

Laterality and Directionality. Laterality development leads to directionality. Before they can begin to draw a square, children must be able to distinguish between the right and left sides of their bodies and to control the two sides of the body simultaneously.

Directionality involves knowing left from

right and up from down. It is a motor skill that is important in writing and reading. Directionality and laterality are learned concepts; they don't just happen. Teachers can help children learn directionality and laterality through simple games and activities such as:

Have children match either their right or left hand with the corresponding handprint drawn on paper.

Have children show you their left hand — show right hand etc. (Place tape or color on one hand to designate right or left.)

Sing "Hokey Pokey" and act it out.

Hand children two different objects, one for each hand. Ask "What is in your right hand?" "What is in your left hand?"

Play bean bag catch after children are familiar with right and left. Say "Catch this with your left hand." Then throw the bag. Do this for the right side as well.

Provide children with a walking board. The primary purpose is to aid in teaching balance and postural responses. It also aids in the development of directionality. Add the experiences of walking both forward and backward.

Directionality terms to be learned:
up — down
forward — backward
sideway — beside
behind — to the rear — in front of
closer — away
near — far
above — below
over — under
on top — on the bottom
higher — lower
between
in the middle — center
inside — outside
right — left

Tactile Discrimination. Tactile discrimination means telling the difference between textures of things. There are many ways to develop children's sense of touch. Try giving children a bag with objects of different textures such as rough, smooth, long, short, heavy, light.

Discuss the ideas of smooth and rough, heavy and light, etc.

Ask children what textures various objects have.

Make a "feeling box" out of a box with fabric over one end. Place different objects in the box. Have children try to guess what objects they feel in the box.

Introduce different material for children to feel and play with—cotton, sand, sandpaper, wood, rocks, burlap, yarn, egg shell, marbles.

Visual Perception. Visual perception is the helping of children perceive differences through sight. This skill can be developed through several kinds of activities.

Let children string beads, macaroni, buttons, spools—anything easy to handle.

Use large sewing cards, which children can do over and over again. Use long shoelaces to begin. Then use yarn and a huge, blunt needle. Then use finger yarn.

Put onionskin paper over a simple drawing and let children trace it.

Encourage children to draw letters, figures, and numbers (make a dot outline for them to follow).

Early Childhood Expectancies

The following motor skills expectancies are from the studies of Gesell:

3 years of age

Motor ability is the basis for great amount of self-control.

More sure and nimble on feet, walks erect, can turn sharp corners.

Entire "set" is more evenly balanced, more fluid; arms at side when walks.

Likes to hurry up and down stairs.

Enjoys sedentary pastimes with finer motor coordination.

Imitates the drawing of a cross, has an eye for form, small eye muscles more facile.

4 years of age

Walks downstairs taking the last few steps one foot at a time.

Skips on one foot with the alternate foot taking a walking step forward.

Performs a running or standing broad jump with both feet.

Throws a ball overhand.

Stands on one foot 4 to 8 seconds.

Walks a wide walking board, touching the ground once to balance self.

Places ten pellets in a bottle in 25 seconds.

5 years of age

Skips, using alternate feet.

Stands on one foot for more than 8 seconds.

Walks on the 6-centimeter walking board with both feet, without stepping off, for the full length.

Places 10 pellets in a bottle in 20 seconds.

Jumps from a height of 12 inches landing only on toes.

Is able to throw very well.

Stands on each foot alternately with eyes closed, after witnessing the examiner's demonstration of this.

Walks the length of the 4-centimeter-wide walking board.

Motor-Perception Evaluation Tools. The best method to assess young children's motor-perception ability is through observation. However, for those who feel that they need a more formal evaluation tool the following are suggested:

Purdue Perceptual Survery
Frostig—Visual Perception
Oseretsky Motor Proficiency
Kraus Weber

For Further Reading

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